

The Catholic School Journal

A Monthly Magazine of Educational Topics and School Methods

Eighteen hundred years have passed away, and still St. Peter's successor sits in St. Peter's chair; and around him are gathered those to whom the commission to teach all nations has been transmitted. — James Kent Stone (Father Fidelis, C. P.)



The Apostles' Mission

Go therefore, teaching all nations, baptising them in the name of the Father, the Son and the Holy Spirit. — (St. Matthew XVIII, 19)

Published the first of each month, September to June inclusive. Price \$1.50 per year, (Canadian, \$1.75; Foreign, \$2.—)

THE CATHOLIC SCHOOL JOURNAL CO., —:- Publishers —:- Milwaukee, Wis.

In this Issue: "Music In Catholic Schools" by Rev. Gregory Huegle, O.S.B.

BENZIGER BROTHERS' SCHOOL BOOKS

Geographies—

Benziger's Advanced Geography.
Benziger's Elementary Geography.

History—

Primary History of U. S.
School History of U. S.

Language—

English Grammar.
Studies in English Literature.

Elocution—

Readings and Recitations for Juniors.
Elocution Class.

Arithmetics—

Wade's Three-Book Series of
Arithmetics.

Benziger's Graded Arithmetics (6
books.)

Readers—

New Century Catholic Readers.
Catholic National Readers.

Spellers—

Primary Speller.
New Speller and Word Book.

Catechisms, Charts, Grammars, Hymnbooks, Bible and Church Histories, etc. — Complete Catalogue of
School Books Sent on Request.

BENZIGER BROTHERS

Publishers of Benziger's Magazine

New York

Cincinnati

Chicago

From our large list of up-to-date text-books
for elementary schools we offer the
following of recent publication:

Spelling	Hunt's Elementary-School Speller. Hunt's Modern Word Book for Primary Grades.	Physiology and Hygiene	Davison's Human Body and Health, Three Books. Davison's Health Lessons, Two Books. Overton's Personal Hygiene. Overton's General Hygiene. Tolman's Hygiene for the Worker.
Reading	Parmly Readers. Story Hour Readers.	Penmanship	Barnett's Business Penmanship — For all Grades.
Arithmetic	Hamilton's Arithmetics. Harvey's Arithmetics. Hunt's Community Arithmetic. Thomas' Rural Arithmetic.	English Language	Kimball's Elementary English, Two Books. Morrow's Language for Little People. Pearson and Kirchwey's Essentials of Eng- lish. First Book. The same. Terminology Edition. Pearson & Kirchwey's Essentials of Eng- lish. Second Book. The same. New Terminology Edition. Seri's Primary Language Lessons. Intermediate Language Lessons.
Geography	Brigham and McFarlane's Essentials of Geography: First Book. Second Book—With State Editions. Dryer's Elementary Economic Geography.	Agriculture	Buffum and Deaver's Sixty Lessons. Ivins and Merrill's Practical Lessons.
American History	Perry and Price's American History: First Book (1492-1763). Second Book (1763 to the Present Time).	Music	Dann's Music Course, Five Books. Eleanor Smith's Six Books and Teachers. Manual.
Civics	Forman's Essentials — With State Supple- ments.		

And a list of new books for High Schools too numerous to mention here.
Correspond with us about your needs before adopting books in any branches of study.

AMERICAN BOOK COMPANY

NEW YORK

CINCINNATI

CHICAGO

BOSTON

ATLANTA

330 East 22nd Street

CHICAGO, ILL.

These Are Appleton Books

FIRMAN'S

Progressive Lessons in English

The only language series that really helps the child. It teaches him to speak and write by the only natural method.

Carroll and Brooks Readers

A Five-Book Series—An Eight-Book Series

The keynote of this series is an intelligent sympathy with children and a keen understanding of their needs. The vocabularies are carefully graded and the illustrations are exceptionally attractive.

ADAMS' Elementary

Commercial Geography

A modern treatment of geography from the standpoint of industrial progress. Particular emphasis has been given to improvements in transportation, trade routes, steam power as applied to machinery and industrial chemistry.

The Appleton Arithmetics

Two-Book Series—Three-Book Series

The ideal texts for elementary and grammar schools. Especially good features are the preliminary lessons called "Preparatories" which prepare the mind of the pupil for the presentation of the new subject.

For prospectus and introductory terms write to

D. APPLETON & COMPANY

35 West 32nd Street

New York

The Progressive Music Series Catholic Edition

Edited by

RT. REV. JOSEPH SCHREMS,
Bishop of Toledo, and

REV. GREGORY HUEGLE, O. S. B.
Musical Director, Conception Abbey, Mo.

A graded series of music books for Catholic schools, which insures joyous and artistic singing, as well as a love of the best music.

The material is in full accord with Catholic ideals, and includes many distinctively Catholic selections.

Of special interest is the provision for systematic instruction in *Gregorian Chant*, thus insuring an intelligent appreciation of this important type of Church music.

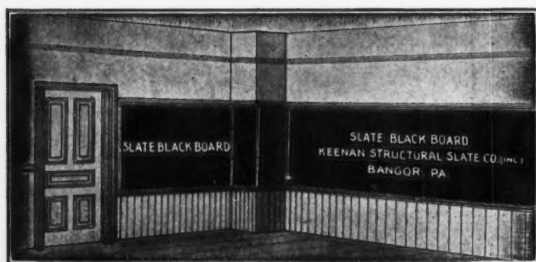
DIOCESAN ADOPTIONS

Cincinnati	Fort Wayne	Toledo
Grand Rapids	Covington	Green Bay

For descriptive circulars address DEPARTMENT G

SILVER, BURDETT & COMPANY

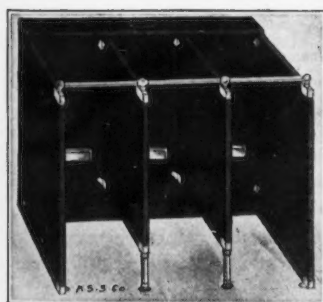
Boston New York Chicago San Francisco



Natural Slate Blackboards

are Smooth, Jet-black
Durable and Sanitary

Write for price and Blackboard Booklet



Sanitary Slate Fixtures

Sanitary in fact because
non-absorbent and built to
ventilate

Catalog "B" yours for the asking



Keenan Structural Slate Company, Inc.

Main and Washington Streets

BANGOR, PENNA.

BOOKS ON HISTORY

by MARA L. PRATT

WHY READ HISTORY? *Because we cannot understand and appreciate present day institutions unless we understand their evolution.*

AMERICAN HISTORY STORIES. Vol. I, Colonies (Grades 4-5). The Indians, the coming of the Norsemen, Columbus and other explorers fill the opening pages. English explorations followed by colonization, the rivalry of Spain, the French colonies—all these stories form a steady procession thru the book. Cloth 50c.

AMERICAN HISTORY STORIES. Vol. II, Revolution (Grades 5-6). Causes of the War, Stamp Act and other tax measures. The men and women who figure in these stories are seen to be flesh and blood people, not the exalted personages history sometimes makes them. One reads and reads and reads just to find out what happened. Cloth 50c.

AMERICAN HISTORY STORIES. Vol. III, Administrations (Grades 6-7). Self government brought many difficulties. How each succeeding administration met its own troubles is well told. Intimate stories give a distinct personal flavor that history usually lacks. Cloth 50c.

AMERICAN HISTORY STORIES. Vol. IV, Civil War (Grades 7-8). Little personal stories tell the history of the times. Thruout this volume, as thruout the series, we have stories of people. The philosophical study of governmental institutions must come later—children cannot grasp it. Cloth 50c.

DE SOTO, MARQUETTE and LA SALLE. (Grades 5-6). These three men are among the most interesting in American history. De Soto with his cleaner life and higher ideals, was an unusual Spaniard; Marquette the priest and La Salle the trader were of the highest type their generation furnished. Cloth 50c.

THE GREAT WEST. (Grades 6-7). European conquest of the Mississippi Valley and the vast region extending westward. The French, the Spanish and the English furnished the men for opening up the Great West, a magnificent empire whose resources are as yet only slightly touched. Cloth 50c.

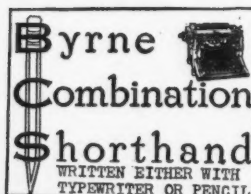
CORTEZ and MONTEZUMA. (Grades 6-7). The lust for gold and the power gold brings has been responsible for terrible tragedies. Such is this tale first told by Prescott and in this book retold for younger readers. Cloth 50c.

PIZARRO. (Grades 7-8) Tales of fabulous wealth led Pizarro to join Balboa and he later made conquest of Peru. He stands for the type considered great in his day, when physical courage, adventurous spirit and lust for gold ruled Europe. Cloth 50c.

STORY OF COLUMBUS. (Grades 4-5). What constitutes the real greatness of Columbus is made apparent from the first of the story. The service rendered by Antonio of Marchena is given merited prominence. The matchless persistence of Columbus, his unwavering faith, his brilliant success and tragic death make his life story unique in the annals of history. Cloth 60c.

Nine volumes for \$4.00, delivered.

**Educational Publishing
Company, 2457 Prairie Ave.
CHICAGO, ILLINOIS**



A DUAL SYSTEM

**BYRNE
Combination
Shorthand**

Written at an exceptional high speed either with typewriter or pencil. It has been pronounced by authorities to be the stenographic marvel of the age. Attach our simple line shift to a typewriter and you have the fastest writing machine in the world. The same mental operation takes place whether forming the outline for pencil or typewriter. Positively the most simple, legible, rapid, and complete system in use. Hundreds of our best schools are teaching it. Thousands of writers are using it in commercial, government, and court reporting positions. The fourth edition is selling rapidly.

Teachers are requested to write for information and prices of such books as they may wish to examine.

Byrne Combination Shorthand
Byrne Simplified Shorthand
Byrne Simplified Shorthand (Spanish)
Byrne Practical Dictation
Byrne Duplex English, Punctuation
and Correspondence
Byrne Practical Speller
Byrne Practical Business Writing
Byrne Touch Typewriting
Byrne Bookkeeping

BYRNE PUBLISHING CO.
27 E. Monroe St. Chicago, Ill.

University of Wisconsin

Summer Session, 1918, June 24 to Aug. 2

230 Courses. 140 Instructors. Graduate and undergraduate work leading to the bachelor's and higher degrees. *Letters and Science, Medicine, Engineering and Agriculture* (including *Home Economics*.)

Special War-Time Courses, both informational and for practical training.

Teachers' Courses in high-school subjects. Strong programs in all academic departments. Vocational training. Exceptional research facilities.

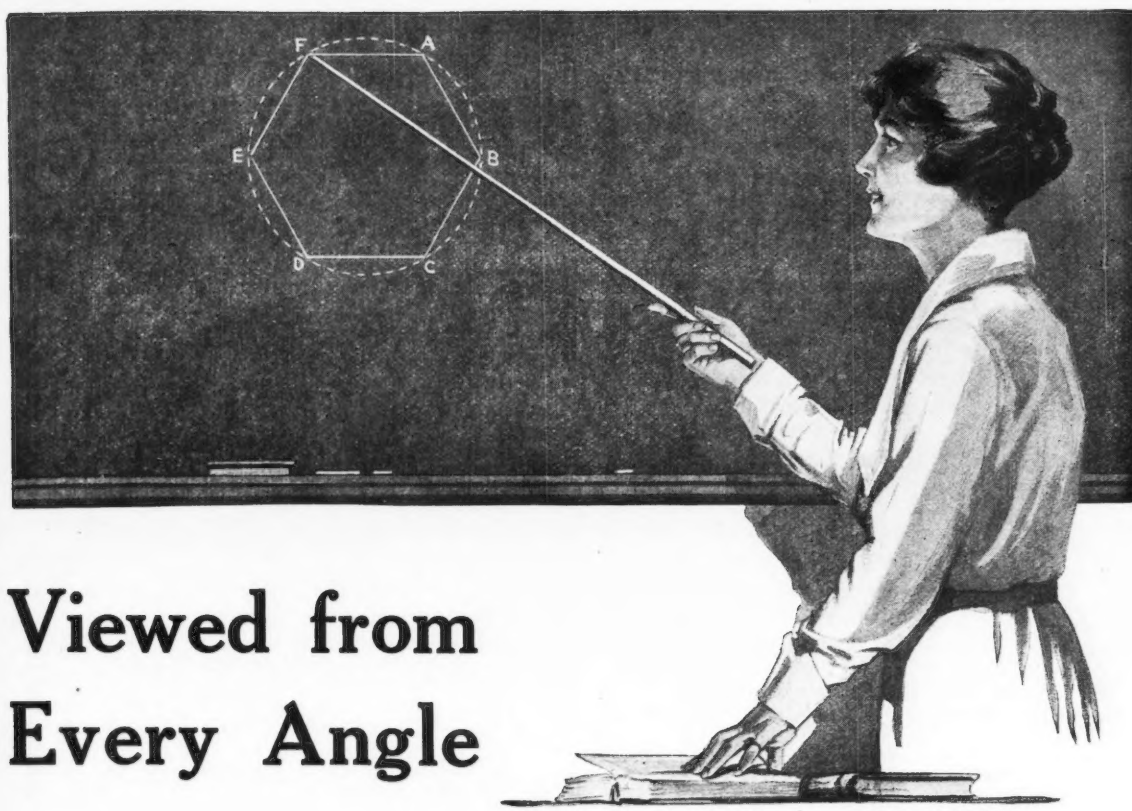
Special Features: Agricultural Education, Commercial and Industrial Geography, Conservation, Contemporary History of the United States, Diplomacy of the War, Education, Evolution and Heredity, Festivals, First Aid, Government Control of Wages and Prices, History of the World War, Marketing in War-Time, Labor in War-Time, Military Drill, Philosophies of War, Problems of Democracy, Present Day Russia, Vocational Education, Wireless Telegraphy.

Favorable Climate. Lakeside Advantages.

One fee for all courses, \$15.

For detailed announcements, address,

Registrar, University, Madison, Wisconsin



Viewed from Every Angle

Restful green is better than dull sombre black. Teacher, Official, Doctor, Oculist, Parent and Pupil, all give qualified approval of the national movement to replace dull sombre blackboards with restful Beaver Greenboard, the new style of manufactured blackboard that cannot crack, warp or bulge.

Teachers know the disadvantage of the old method by experience—they are constantly striving for more of the outside cheer in the new school room.

School Officials and Board Members appreciate the psychological advantages, but they view the question from the business standpoint too. In Beaver Greenboard they see excessive satisfaction, service and economy. They appreciate light weight and low cost of shipping and installation.

The Doctor studies the same question from the health standpoint. He knows how much cheerfulness helps drive away

nervousness and fight disease. Green will appeal to him too.

With the Optician it's a scientific question—the eyes are easily affected. Every change that brings more restful days for busy eyes meets immediate approval here.

It's hardly necessary to elaborate on the Parent's view-point. All parents are heart and soul with this national movement.

The children may not know why, but up go all the hands when the teacher asks them if green is their choice.

No schoolroom improvement has ever met with such response. Samples of the new board are being sent to every section of the country. Beaver Greenboard is winning on its merits.

A sample of both Beaver Greenboard and Beaver Blackboard together with interesting literature will be sent on request.

THE BEAVER BOARD COMPANIES
74 Beaver Road Buffalo, N. Y.

Canada: 174 Wall St., Beaverdale, Ottawa
England: 4 Southampton Row, London, W. C.
United States Branches at Boston, New York, Baltimore, Cleveland, Detroit, Chicago, Minneapolis, Kansas City and San Francisco.

Manufacturers also of Beaver Board.
Distributors in principal cities. Dealers everywhere.



Your protection
is the Beaver
trademark on
the back of every
slab.



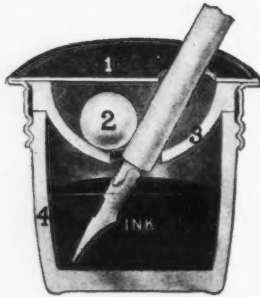
List of Beaver Greenboard and Blackboard Distributors

The A. H. Andrews Co., Seattle, Wash.
The A. H. Andrews Co., Portland, Oregon
Baker & Holmes Co., Jacksonville, Fla.
Wm. Ballantyne & Sons, Washington, D. C.
C. W. Bardeen, Syracuse, New York
C. A. Bryant Company, Dallas, Texas
C. A. Bryant Company, Fort Smith, Ark.
C. A. Bryant Company, Houston, Texas
The Cleveland Seating Company, Cleveland, Ohio
Deseret News Book Store, Salt Lake City, Utah
Dykes Lumber Company, New York City
Educational Exchange Company, Birmingham, Ala.
Flanigan Warehouse Co., Reno, Nevada
Graham Paper Co., St. Louis, Mo.
John W. Graham & Co., Spokane, Wash.
F. F. Hansell & Bros., Ltd., New Orleans, La.
Wm. H. Kistler Stationery Company, Denver, Colo.
Metropolitan Supply Co., Anamosa, Iowa
The McNeil Company, Phoenix, Arizona
The Nebraska School Supply House, Lincoln, Neb.
Rucker-Fuller Desk Co., San Francisco, Cal.
Rucker-Fuller Desk Co., Los Angeles, Cal.
Southern School Supply Company, Raleigh, N. C.
Thos. B. Stanfield & Co., Baltimore, Md.
Superior School Supply Company, Kansas City, Mo.

BEAVER GREEN BOARD BLACK

FOR ECONOMY AND EFFICIENCY

**SQUIRES IMPROVED
SELF-CLOSING INKWELL**



It will save its cost the first year in ink and trouble.

Fits a hole $1\frac{1}{4}$ to $1\frac{1}{8}$ in. and with the adapter any larger hole.

Note these Special Points

Always closed; is practically air-tight and dust-proof. Marble cannot be removed; just enough ink on the pen and none on the children's finger. Ink will not clog in it. Regular finish Black Rubber; if desired Nickel Plated.

Write for sample and prices on our full line.

Squires Inkwell Co.

941 Liberty Ave.

Pittsburg, Pa.

**Arranging A
Recital?**

When the moment arrives that you wish to demonstrate the progress your pupils have made, let us assist you in the arranging of the recital and the selection of the proper music. We have helped in many such instances and can probably be of service to you.

Our 30 years of experience is your assurance that we can serve you to your eminent satisfaction.

Write today for our complete catalogue.

...

THE JOSEPH KROLAGE MUSIC CO.

Race and Arcade

Cincinnati, O.

THE SUPERVISORS' GUIDE

An Informative and Instructive Reference, Work for the Use of Choral Directors and Singing Teachers in Public and Parochial Schools, All Other Kinds of Educational Institutions, and Communities.

This Book supplies detailed and classified lists of good and reasonably priced music for all purposes and special occasions, and contains valuable advice and many good ideas particularly beneficial to Choral Directors in schools, etc. Those in rural districts will find it helpful as a handy desk companion, and those in larger places will consider its suggestion and unique usefulness very time-saving.

**Sent ABSOLUTELY FREE to
Sisters and Heads of Academies,
Etc.**

Address:

The Willis Music Co.
Cincinnati, Ohio



Thomas Charles Co.
207 North Michigan Ave., Chicago

Northwestern Agents of MILTON BRADLEY CO.

NEW BOOKS

Folk Dances for Young People.....	\$2.00
Rhythmic Action, Play and Dances.....	1.80
Holmes Plan Books, each.....	.40
(For Primary, Grammar and High School)	
Worth While Stories (180 stories)	1.50

SUPPLEMENTARY READING

The Sunken City.....	\$.40
The Three Neighbors.....	.50
For the Children's Hour, Book No. 150
For the Children's Hour, Book No. 260
For the Children's Hour, Book No. 360

Send for catalogue of material and books.

HISTORICAL DRAMAS.

Mary Magdalen	30c
Mary Stuart and Her Friends	30c
The Empress Helena	30c
The Last of the Vestals	35c
At the Court of Isabella	40c
The Queen of Sheba	40c
A Patriot's Daughter	30c
An Irish Princess	30c

SCHOOL PLAYS.

SCHOOL PLAYS.
The Step-Sisters25c
Those Shamrocks from Ireland30c
That Millionaire's Daughter30c

COMMENCEMENT DIALOGUES.

The Arch of Success	25c
Choosing a Model	30c
A Shakespeare Pageant	40c
Plans for the Holidays	30c
Old Friends and New	30c
The Taking of the Holy City.	

Recitation with song and pantomime. 25c
All plays payable in advance. Express or P. O. money-order preferred. Payments by bank checks will not be accepted unless accompanied by 25 cents extra to pay for exchange. No plays sent on approval. Descriptive catalogue sent on receipt of 2-cent stamp.

Address S. M. A.

St. Mary's Academy Winnipeg, Man.



PRANG WATER COLORS

Specially adapted to meet the peculiar needs of Public School, Art and Industrial work. The choice of well informed Art Teachers and Supervisors. In Hard Cakes, Semi-Moist Pans and Tubes.

STANDARD BOX NO. 3A.25 Cts.
4 Hard Cakes, 1 No 7 Brush

The most widely used Box in America.

Send for our beautiful Catalogue.
The Prang Co. Chicago, New York

The Frang Co. Chicago, New York

could abolish "Ain't," "I seen"

If you could abolish "Ain't," "I seen" and the whole brood of Common Errors in Grammar from your pupils' minds, and do it **permanently** and so enjoyably that the children would beg for it, wouldn't that increase your Value as a Teacher, and lighten your teaching burdens?

Then try "Games for Teaching Correct English to Little Ones." This attractive book makes it plain, simple, easy. No apparatus, no preparation.

I have demonstrated these Games before thousands of teachers, and they urged me to publish them. You'll enjoy the Games as well as the pupils do. Teaching by these Games is a pleasure.

Address, enclosing 50 cents for copy.

Emma Watkins
Iowa City, Iowa

ONE OR A THOUSAND

AMES and ROLLINSON

203 Broadway, New York

A. **EVERYLAND**, foreign-land stories, \$1.00 a year; trial copy for three 3-cent stamps.
B. **NEEDLECRAFT**, 12 months for 35 cents in stamps.

C. **STORYTELLERS'**, \$1.50 a year; trial copy for five 2 cent stamps. Magazine Cat's free

JAMES SENIOR, Lamar, Missouri

Now you can offer a course in filing for your commercial students. Any of your instructors can teach it with very little advance preparation in 10, 15 or 20 hour courses. "Y and E" Educational Outfits are actual samples of the equipment and systems your pupil will later find in their employers' offices. Actually working with these up-to-date filing devices and systems is the one best way for them to get a practical working knowledge of modern record-keeping.

"Modern Filing"—a textbook on office systems—fully explains and illustrates Vertical, Shannon, Loose-leaf, Card Index and Document Filing; 100 pages fully illustrated, \$1.00; in Canada, \$1.50. The new teacher's Handbook for use with "Modern Filing" shows how to take up the work, step by step. Free to illustrators. Complete information about "Y and E" Educational Outfits on request.

Makers of "Y and E" Filing Devices and Office Systems

Branches in All Large Cities

464 St. Paul Street, ROCHESTER, N. Y.

Get a 5x8 ft. Bunting flag, or Silk flag 32x48 in. mounted on staff with ornament, a framed picture of Washington, Lincoln, Wilson, (20 x 26 inches) or a high-grade Pencil Sharpener

FOR YOUR SCHOOL ROOM.
By having your pupils dispose of our quality lead pencils or picture post cards as selected. A \$2.50 order for the Pencil Sharpener, or a \$5.00 order for Flag or Framed Picture. Pencils sell at 5 cents each, post cards at 10 cents per package of 10 high-grade cards. Assortment if desired. All shipments prepaid. Satisfaction guaranteed. Order today.

THE LEE CO., (Dept. 90) Saginaw, Mich. U.S.A.

Albert
25 E. Jackson Blvd., Chicago.

"Teaching as a Business," with chapters on War, Salaries, etc., sent free. Thirty-third year. Register in four offices with one fee. Branch offices—
New York: 437 5th Ave. Denver: Symes Bldg. Spokane: Peyton Bldg.

2 7 7 2 a, w 4 9 2 u R
 4 n 2 6 P. u e 9 2 W C, a
 2 n d 12 24 2 6 9 9 R a
 2 2 n n d. P. 20 a. 1 C 2

KEY: There is nothing like starting right, and the time for men and women to start is when they are young. A wrong start may be corrected, but the risk is great especially nowadays when the rush for places is so great. Be sure you are right, then go ahead.

Generally speaking, the various stenographic systems have very well provided for the principal consonants. However they failed to represent adequately a subordinate class of sounds, the aspirate *h* and the coalescents *w* and *y*. Under the pretext of their *negligible quantity* and general unimportance, but in fact because of the scarcity good material, most systems express *h*, *w*, and *y* in a variety of ways, logically and illogically, by dots, dashes, and strokes, connected and disconnected. The script systems even resort to substitution, expressing the consonants *w* and *y* by the vowels *u* and *e*, respectively.

Natural Shorthand possess individual, independent characters for *h*, *w*, and *y*; no substitutes, no exceptions. Words like *away*, *Iowa*, *Ohio*, *yellow*, are unhesitatingly and correctly written by the very tyro. The aspirate and to coascentes gave also us considerable trouble, and it was not until the present fifth edition that we succeeded expressing them in a uniform, brief, and distinctive way. Older stenographers will recall "A Proposed Solution of the Aspirate Problem" by Jerome Howard, and a similar effort by Elias Longley. Neither was considered acceptable, and the solution is still pending. Natural Shorthand has solved the vexed question, a source of satisfaction to all looking for a *complete* representation of the consonant sounds, and a prominent factor in the upbuilding of a *reliable* stenographic system.

Teachers of shorthand: It is your duty, your safeguard to keep abreast of the times. Natural Shorthand offers greater advantages to the commercial, law, and Civil Service student than any other system in the market. By adopting it you will serve your own advancement as well as that of your pupils. Tender their burden light, their task agreeable. Your pupils' success is your success; their failure, your failure. Write us for particulars regarding a free Course of Lessons by Correspondence. You are also welcome to receive the Manual for examination with the privilege of returning. Descriptive circulars to any address on request.

AUG. MENGELKAMP, Remsen, Iowa

Directory of Supplies and Equipment



DIAMOND INKS CREAM PASTE

Write for Prices
SAMPLES ON REQUEST
DIAMOND INK CO.
Milwaukee, Wis.



PLAYS for Schools, Sodalities, and Sunday Schools—by Clementia, Sister of Mercy.

- "Thy Kingdom Come or The Ninth Promise Fulfilled"—Sacred Heart play dealing with a conversion. For girls only... .50
- "Nancy"—Humorous play for nine large girls... .30
- "Young King Cole"—Humorous play for boys... .30
- "Frolic of the Bees and Butterflies"... .30
- "Sic Itur ad Astra"—For graduating exercises. A substitute for salutatory and valedictory (with slight changes may be used for jubilee celebrations and other occasions)... .75
- "A Wonderful Christmas Gift"—Chapter XI of Uncle Frank's Mary, dramatized... .40
- "There Was No Room in the Inn"—Xmas play... .80

*For girls and boys or girls only.
Descriptive circular mailed upon receipt of stamp. Six copies of any one play for price of five.

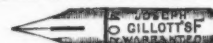
REMITTANCE MUST ACCOMPANY ORDER.
(Stamps not accepted.) Plays sent postpaid.
NOT SENT ON APPROVAL. Address

CLEMENTIA, ST. PATRICK'S CONVENT OF MERCY
2303 Park Ave., Chicago, Ill.

JOSEPH GILLOTT'S STEEL PENS

The Standard Pens of the World

Gold Medals, Paris, 1878 and 1889.
Highest Award at Chicago, 1893.



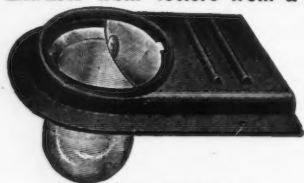
Selected Numbers:

303, 404, 604 E. F., 601 E. F., 332, 1044, and Stub points 1008, 1043.
For Vertical Writing, 1045, 1046, and 1047

ASK YOUR DEALER FOR THEM

JOSEPH GILLOTT & SONS, New York

Extracts from letters from a few of our many **SATISFIED** customers



Pat. Dec. 12-05
Pat. Jan. 19-06

- "In the matter of **ECONOMY** they have no **SUPERIOR**."
- "More **SATISFACTORY** than any we have ever purchased."
- "Will fit any desk opening is a big advantage."
- "Well pleased. Enclosed find additional order for 1,000."
- "By far the **BEST** on the market."
- "Prevents ink from evaporating and is easy to clean."

U. S. INKWELL CO., Inc.

MANUFACTURERS

307 East First St.

Des Moines, Ia.

DIPLOMAS! INVITATIONS!

PROGRAMS, CLASS PINS, PENNANTS!

If you do not have our 1918 line of samples, send for them at once. We furnish more than 5,000 High Schools with their **COMMENCEMENT SUPPLIES**. Samples free.

THE HARTER SCHOOL SUPPLY CO.

634-36 Huron Rd.

Cleveland, Ohio

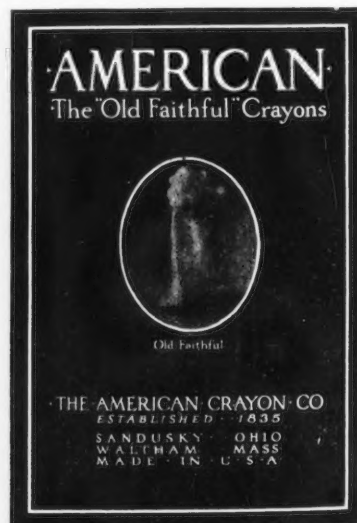
The Lewis Story Method of Teaching Reading and Spelling
Endorsed by many thousands of enthusiastic teachers. Has made more than 100,000 children happy in their work.

See pages 177 and 184, also 164 of this magazine for September 1917. Read "Things to Think About," page 437, February 1918, issue.

Write at once for our special 30 day offer.
G. W. LEWIS PUBLISHING COMPANY, 4707 St. Lawrence Ave., CHICAGO, ILL.



Best in 1918.



Best in 1835.

THE COLLEGE of ST. ELIZABETH

CONVENT STATION, N. J.

College of Arts - School of Music

School of Household Arts. Secretarial Course. School of Education. Preparatory

Twenty-six miles from New York City on the Essex Division of the D. L. & W. R. R. 10 modern buildings. 315 acres. 500 feet above sea level. All Courses from Secondary School through College conform to the standard requirements of the State Board of Education. Catalogues upon request.

THE SISTERS OF CHARITY

Directory of Supplies and Equipment



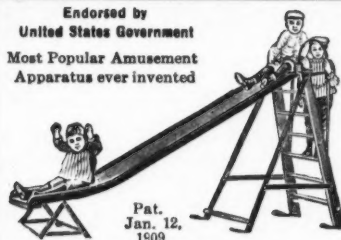
Johnson's WINDOW SHADE Adjusters

are the standard fixtures for controlling LIGHT and the SHADE in schools. They hold the shade ROLLER firmly at any height and work equally well on any CLOTH SHADE. For new or old buildings. Sold thru leading SHADE AND DRAPERY HOUSES or direct. School Boards (in market) can have free full size permanent adjuster for trial.

WRITE FOR ILLUSTRATED BOOKLET.

R. R. JOHNSON & CO., Mfrs.
WAUSEON, OHIO.

Endorsed by
United States Government
Most Popular Amusement
Apparatus ever invented



Pat.
Jan. 12,
1909

PLAYGROUND APPARATUS

We carry a complete line of playground apparatus especially adapted for school use.

Hundreds of schools throughout the United States have their playgrounds equipped with Tothill slides, teeter-totter, giant strides, etc.

Our playground apparatus is durable, strong and safe, and every piece leaving our factory is guaranteed.

Write today for our catalog on Playground Apparatus.

W. S. TOTHILL 1805 Webster Ave., CHICAGO, ILL.
Established 1876



The "Bessemer" Steel Desk Non-Breakable

Repair bills eliminated SANITARY
Lighter Weight—Lower Freight
Guaranteed FOR LIFE

STEEL AND CAST IRON OPERA CHAIRS

Write for catalog

STEEL FURNITURE CO.

1484 So. Buchanan Ave. GRAND RAPIDS, MICH.

Why is the Palmer Method of Business Writing taught in more than three-fourths of the Catholic Schools in America?

The answer is in the writing of Palmer Method pupils. We give free Normal Courses in writing to teachers of the Palmer Method.

Palmer Method Practice Paper, Pens and Penholders are unexcelled. Prices are low.

THE A. N. PALMER COMPANY

32 South Wabash Ave., Chicago, Ill.
30 Irving Place, New York City
625 Widener Bldg., Philadelphia, Pa.

Palmer Building, Cedar Rapids, Ia.
120 Boylston St., Boston, Mass.
Forsyth Bldg., Atlanta, Ga.

STANDARD



THE BEST DESKS

There is a world of difference between School Desks and Haney School Desks. Why don't you give us an opportunity to tell you the difference in construction?

Here is what we will do. We will advise you, co-operate with you and aid you all we can. And then we will tell you something about our particular Furniture and make you some prices which, we believe, will open your eyes.

We have concentrated on this Business a third of a century. We think we know what to put in and what to leave out of Pupils' Desks, Church and Assembly Seating, Bookcases, Tables, Recitation Seats, artificial Blackboard and general School equipment.

We say to you we can save you money on anything you wish to purchase in this line. Let us prove it.

HANEY SCHOOL FURNITURE CO.
Grand Rapids, Mich.



McCLUNG'S

**MINERAL INK
POWDER**

Makes excellent, non-corrosive

BLUISH-BLACK INK

Easily prepared, always ready for service. Sample half-pint to Hotels and Schools, by Parcel Post for Three 3-cent Stamps. Prices quoted on request.

Material for one-half pint Red Ink by Parcel Post for 25 cents.

Mineral Tablet Ink Co., Pueblo, Colo.

★ ★ Patriotic ★ ★ Programs

and
Other Entertainments

easily arranged from our Help-U Catalog of plays, drills, songs, operettas, etc.

CATALOG SENT ON REQUEST

Eldridge Entertainment House

FRANKLIN, OHIO
DENVER, COLORADO, 203 Int. Trust Bldg.

Supplementary Arithmetic
Leaflets
(graded), used in Cleveland Public Schools.
Send 10 cents for sample, stating grade.
The Britton Printing Co., Cleveland, O.

Address School Dept.

CHURCHILL SHORTHAND MAGAZINE

Every teacher, every student, and everyone interested should be a subscriber. Write today for your free sample copy.

GEORGE T. CHURCHILL
Chicago Heights, Ill.

FREE TO TEACHERS

Just to get your name and acquaint you with my unusual offering. I will send you absolutely FREE a fine quality LEAD PENCIL, together with my special offering of a Free Pencil Sharpener, upon receipt of your name and address. A Post Card will do.

J. W. Bilodeau, Dept. 1, Lyndonville, Vermont

Milwaukee Consolidated Music Co.
Successor to

ROHLFING SONS MUSIC CO.
NAU & SCHMIDT MUSIC CO.

Everything in Music and
Musical Merchandise

126 Oneida Street MILWAUKEE
Mail orders given special attention.

The TEACHERS EXCHANGE

of BOSTON 120 BOYLSTON ST.
Recommends Teachers Discriminatingly

**PASS ANY EXAMINATION
DO YOU KNOW THAT**

"The Regents' Review Books"

PUBLISHED BY
W. HAZLETON SMITH

have been introduced into thousands of Parochial Schools as well as Public Schools throughout the United States and Canada?

DO YOU KNOW that they are recognized by the leading Schools in New York City and elsewhere as being the best for Review Work and to prepare for Examinations?

Question Books and Answer Books. Each 25 Cents.

SUBJECTS

Arithmetic	Physical Geography
Geography	English History
Elementary English	Ancient History
English Grammar	Civil Government
United States History	History of Education
Physiology	American History
Spelling	Physics
Algebra	Biology
Intermediate Algebra	Botany
Geometry	Chemistry
1st Year English	Zoology
2nd Year English	1st Year French
3rd Year English	1st Year German
4th Year English	1st Year Latin
Psychology and Principles of Education	2nd Year Latin
Commercial Geography	2nd Year German
Commercial Arithmetic	3rd Year German
	Commercial Law

Six or more copies, 20% discount

One doz. or more copies, 25% discount

SEND FOR CATALOG

A New Mental Arithmetic

By C. S. Palmer, B. L.

PALMER'S MENTAL ARITHMETIC has been compiled to meet the need for special mental work in the sixth, seventh and eighth grades. Classes that study this book thoroughly need have no fear of mental tests in any examinations.

Price, 25 cents each; 6 or more copies 20% discount

1 doz. or more, 25% discount

How to Teach DRAWING

This book tells the teacher how to proceed from day to day. What to have pupils do. What questions to ask. What answers to require.

We have just added a chapter on Color to this book, with questions at the bottom of each page for the use of teachers preparing for examinations.

Price of the complete book, prepaid, 35 cts.

Seat Work

By Elizabeth Merrick Knipp, B. S.

The latest and best busy Work Series.

50 LANGUAGE SHEETS.
50 ARITHMETIC SHEETS.
50 GEOGRAPHY SHEETS.
50 MISCELLANEOUS SHEETS.
50 DRAWING SHEETS.

Size of sheet, 3 1/4 x 5—Colored, Illustrated.
Price, 25 cts. per set of 50; 5 sets \$1.00.

Keep your pupils busy and they will give you no trouble.

SPECIAL OFFER

To introduce this work we will send the five complete sets, prepaid, upon receipt of 50 cents in stamps.

Report Cards

These cards are arranged for keeping a record of the standing of your pupils for each review during the term or year. One card answers for one pupil a whole year. They are arranged for the signature of the parents each month. Size of each 7 1/2 x 4 inches. Price, 10c per doz.; 3 doz., 25c. Send 10c for sample dozen.

For any of the above books, address

W. HAZLETON SMITH, Desk C, 117 Seneca St., Buffalo, N. Y.

Baker Linens

"When you want good linens, go to the House of Baker Linens." That's a well-known saying among people who know linen values — experienced buyers and users.

Baker Linens combine good appearance with lasting strength. Our bed linens, towels, table linens, etc., always give satisfaction.

If you are not acquainted with them, write for complete information. We are always glad to co-operate in furnishing linens for schools. You may want some samples for inspection and to test. Write us about it today.

■ ■ ■

H. W. BAKER LINEN CO.

Dept. S., 41 Worth Street, New York, N. Y.

752 S. Los Angeles St.,
Los Angeles, Calif.

453 Washington St.,
Boston, Mass.

*Sound in Structure, Content
and Authority*

CORONA READERS

Based on the well-known Beacon Phonetic Method, the Corona Readers aim to present the best of religious and secular literature.

Book I has already achieved noteworthy success. Book II (*nearly ready*) builds upon the admirable foundation laid in Book I. In well balanced proportion it furnishes prose and poetry selections that are vibrant with religious spirit and folklore classics that delight the children and stimulate their reading power. In all particulars — content, grading, phonics, illustration — the Corona Readers, Book II, is worthy of consideration for Catholic school use.

Write us if interested

GINN AND COMPANY

Boston
New York
Chicago
London



Atlanta
Dallas
Columbus
San Francisco

Catholic School Journal

A MONTHLY MAGAZINE

OF EDUCATIONAL TOPICS AND

SCHOOL METHODS

WITH WHICH IS COMBINED THE CATHOLIC EDUCATIONAL REVIEW AND THE TEACHER AND ORGANIST

VOL: EIGHTEEN; Number One

MILWAUKEE, APRIL, 1918

Price, \$1.50 Per Year

PRAYER FOR VOCATIONS:

Greater than ever seems the dearth of vocations to the teaching congregations, especially to the several Brotherhoods. We live in an unsettled time, a time of anxiety and conjecture, and many families, having already made a sacrifice for country, are conscious of the heroicity of making a further sacrifice for God. But there should be no falling off in our zeal to bring more and more subjects into the sweet service of Christ. We especially commend the following prayer:

"O Mary, Queen of Apostles, conceived without sin, pray the Lord of the harvest to send laborers into His harvest."

WHAT THINK YOU OF THIS? Speaking of the lack of vocations to the teaching Brotherhoods, an experienced and thoughtful and devout priest said not long ago: "I am familiar with the reasons usually given for the difficulty you experience in recruiting your members, and I appreciate them all. It is true that your life demands sacrifice, that it is a hidden life, that it is mostly *onus* and leastly *honoris*; but I think you overlook one factor that to my mind weighs heavily.

"It is difficult to put into words just what I mean, and I hope that in your charity you will not suffer me to be misunderstood. But I'll try. Your congregation is an educational as well as a religious organization. Your members, I take it, were they intent solely upon their own personal sanctification, would have entered some other religious society, at least one in which their superiors, being trained and experienced priests and not laymen, would be in a position to give them sound and authoritative spiritual direction. But they have chosen your particular institute because it is a teaching, an educational institute. Mind you, I am not saying that they can afford to neglect or minimize the religious side of their life. I merely insist that it is not the religious side, but the educational side, that brought them to your society and that keeps them there.

"Very well. Now does your society, in its spirit and its administration, frankly and fairly face this fact and the consequences which may be deduced from it? Your society most commendably urges upon the members the duty of personal sanctification; but is it proportionately insistent on the duty of scholarship and teaching efficiency? Last summer I had the pleasure of meeting one of your most representative men. I found him to be gentle and devout—possibly he is a saint; but he is about the last man in the world I should take for an educator.

"Perhaps I'm all wrong in my thought on this matter; but again, perhaps I'm not. It sometimes seems to me that God is not blessing you with vocations, because you as an organization are not entirely faithful to your trust. You are commissioned by Mother Church to tend toward two ideals—the ideal of religious perfection and the ideal of educational perfection. I think you are doing your duty toward the former; but can you honestly say that you are doing all you can do to tend toward the latter? 'These things you should have done; but you should not have left these undone.' A great educator, the late Archbishop Spalding, once wrote, 'We need scholars who are saints, and saints who are scholars.' Now, there are scores and scores of institutes in Holy Church far better equipped than yours to make saints, and that implies for you no disgrace; but I think you should feel it, and feel it keenly, if it were said that any other congregation outstrips you in the pursuit of educational efficiency; for educational efficiency is, or ought to be, your distinctive mark, the *raison d'être* of your organization. Perhaps God will bless

Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

and all books written in English which directly or indirectly attempt to justify Germany's position in the present world war. This measure is bound to work hardship on many readers, and yet it is likely that it will meet with no immediate objection. Nobody whose opinion is worth having can reasonably protest against such censorship during war time.

And yet the wise provision of the Catholic Church, which places certain works on the Index of Forbidden Books, has been frequently assailed—assailed, perhaps, by some of the very persons who enthusiastically applaud the conduct of the library officials in the City of the Angels. In this matter the Church acts according to principles similar to those which guide the directors of the library. According to the Church's view, it is always war time, for the Christian soul is perennially at war with the powers of evil, and she rightly argues that rigorous suppression should be exercised against books which uphold the ideals of the devil, the world and the flesh.

He would be a reckless man, as well as an illogical one, who would protest against the conduct of the Los Angeles Library on the grounds that it is opposed to intellectual liberty and freedom of thought. He would be rightly answered that in war time it is not permissible to think with the enemy, that freedom of thought does not mean freedom to think wrongly. It is assumed that the German view is the wrong view, and it is the business of those in authority to remove from the mass of readers all inducement to wrong habits of thinking.

Such, precisely, is the attitude of the Church in her index legislation. She assumes—and on excellent grounds—that she is the custodian of religious truth. She is the authorized representative of Him Who said, "The Truth shall make you free." And therefore she resolutely sets her face against all writings that attack or impugn the truth. Liberty of thought, according to her, is not liberty to think what one pleases; that were anarchy of thought. And so she forbids her children to read books which possess the status of enemy aliens.

THE FIRST AMERICAN BOOK. An interesting fact to make known to our pupils is that the first book ever printed on the American continent was a treatise written by a Catholic saint. It was "The Spiritual Ladder" of St. John Climacus, and was printed by Juan Pablo, in Spanish, at Mexico City in the year 1535, under the title, "Escala espiritual."

TEACHERS AND SAINTS. One of the leading functions of great poetry is to supply us with verbal embodiments of great thoughts and great ideals. Those of us who are not poets spend a good deal of our time in groping—sometimes after words to express our ideals, sometimes after ideals sufficiently clear and tangible. The time devoted to such groping is not always to be put down as time wasted; but we save time and gain precision and force by turning to some of the world's great poems to find the things we are groping after enshrined in immortal language.

How many of us, at this moment, could put into a dozen words our conception of the ideal saint and the ideal teacher? Are we able, first of all, to clarify our thoughts, and then to express those thoughts adequately? Or are we at loss to determine upon what elements of character we should include in our portrait of the ideal teacher and the ideal saint?

you with more vocations when He sees that you are willing to do your full duty toward Him."

CENSORSHIP OF BOOKS: The news comes to us that the Los Angeles Public Library has withdrawn from circulation all German books

Perhaps we shall find something stimulating and illuminating in the characterization of a man who was neither a saint nor a teacher but who in his own way was great. The Duke of Wellington is thus described by Tennyson in the immortal "Ode":

"Rich in saving common-sense,
And as the greatest only are,
In his simplicity sublime."

Do not the lines cast a flood of light upon St. Peter, St. Augustine, St. Aloysius? Upon Comenius, St. de la Salle, Nano Nagle? Let us recall the three or four greatest teachers we ever had, and see if they were not characterized by sublime simplicity and by saving common-sense. Surely we know that a saint cannot be canonized if his life does not reveal his possession of common-sense. It is such an uncommon thing.

THE COMMUNITY LIBRARY. He was a member of one of the severest orders in the Church, an order that was devoted exclusively to the contemplative life, that did not include either scholarship or teaching among the essential objects of its endeavor. And yet he labored, in his capacity of superior, to supply all the houses of his order with good libraries; he insisted—in a day before the blessed art of printing was known and when books were costly indeed—that precious volumes be purchased and copied and perused. And, incidentally, he wrote many books himself. His name was Bernard of Clairvaux.

In modern congregations explicitly devoted to teaching and scholarship there is a far greater need for libraries. Books are our tools. The Cistercian monk could get along fairly well, we fancy, with his psalter and a fragment or two from the writings of the fathers. But we need every so many books, and ever so many kinds of books. I sometimes thrill at the thought of what Abbot Bernard would say to some community librarians of my acquaintance.

They were never very rich at Clairvaux. And they had high regard for the virtue of poverty. When the Pope visited them they gave him plain herbs to eat and a dish of little fishes. Under St. Bernard's direction, they economized on food and on sleeping accommodations and on many creature comforts; but they did not economize on books.

And yet there are today some religious teachers who live in comparatively palatial houses, who have good food and an abundance of it, who are warmly clad, who on the whole can favorably compare in the matter of creature comforts with many people in the world. But their libraries! Sometimes they consist almost exclusively of disused textbooks and sample volumes contributed by book agents. And sometimes, on the plea of their poverty, such communities do not even subscribe for a few good educational magazines!

FOR RIGORISTS: We all know the type of man who interrupts a narration by saying: "No, it wasn't at three o'clock; it was fully ten minutes after three. No, his name is not John T.; it is John D." There is an undeniable virtue in exactness; but good things can be carried to extremes. Precision is an excellent thing in thought, and within certain limitations an equally excellent thing in expression; but it should not be the be-all and the end-all of social intercourse. Says dear old Plato in the "Theaetetus": "A certain freedom in the use of words and phrases, with the avoidance of minute precision, is commonly allowed in a man who would not be pedantic; one even might call the contrary procedure illiberal."

"THE INSOLENT OF OFFICE": Our Holy Father the Pope is infallible, but only under certain rare and exacting conditions. Nobody else is. Yet the tendency of all in high places—from the king on his throne to the teacher on his rostrum—is to assume a degree of infallibility to which no pope would think of laying claim. Some months ago Judge Tuthill of Chicago settled the Baconian theory once and for all by ruling in a copyright case that Bacon wrote Shakespeare. Now comes another learned judge, Justice Bors of New York, who in passing on certain evidence submitted in a divorce case, stated that the defendant wrote original poetry to the plaintiff. Well, that poetry, originally written by a Gothamite in the twentieth century, was outrageously plagiarized three centuries ago by Robert Herrick; and all the learned judge has to do in order to assure himself of the fact is to drop into the Public Library on Fifth Avenue and call for Herrick's works. Some of us used to think that the lines were really original with Herrick; but we recant. His Honor has spoken, the cause is finished!

ISAAC PITMAN SHORTHAND

Taught in

High Schools of New York, New York University,
Columbia University, College of the City of New York,
and Vassar College.

Taught in the Following and Hundreds of other Leading
Catholic Institutions

Manhattan College, New York.
St. Paul the Apostle School, New York.
St. Ann's Academy, New York.
De La Salle Institute, New York.
Grace Institute, New York.
Franciscan Sisters, New York.
St. Francis College, Brooklyn, N. Y.
St. Leonard's Academy, Brooklyn, N. Y.
St. John's Academy, Brooklyn, N. Y.
St. Thomas Aquinas' Academy, Brooklyn, N. Y.
Holy Trinity High School, Chicago, Ill.
St. Philip's High School, Chicago, Ill.
Y. M. Catholic Association, Boston, Mass.
Assumption Academy, Utica, N. Y.
St. Ann's Commercial School, Fall River, Mass.
College of St. Elizabeth, Convent, N. J.
University of Notre Dame, Notre Dame, Ind.
La Salle Academy, Providence, R. I.
St. Joseph's College, Cincinnati, Ohio.

Send for "Why the Isaac Pitman System is the Best."
WRITE FOR PARTICULARS OF A FREE MAIL
COURSE FOR TEACHERS

Isaac Pitman & Sons
2 West 45th Street, New York

Publishers of "Course in Isaac Pitman Shorthand," \$1.50;
"Practical Course in Touch Typewriting," 60c.; "Style
Book of Business English" \$1.00, adopted by the New
York Board of Education.

PITMAN'S MODERN LANGUAGE SERIES

Pitman's Commercial Spanish Grammar. 249 pp., cloth, \$1.10. By C. A. Toledano.
Hugo's Simplified Spanish. An Easy and Rapid Way of Learning Spanish. Cloth, \$1.45.
Hugo's Russian Simplified. An Easy and Rapid Way of Learning Russian. Cloth, \$1.45.
Hugo's Russian Reading Made Easy. 130 pp., cloth, \$1.10.
Hugo's Simplified French. An Easy and a Rapid Way of Learning French. Cloth, \$1.45.
Dictionary of Commercial Correspondence in French, German, Spanish, Italian, Russian, and Portuguese. 718 pp., cloth, \$3.00. Containing the most common and ordinary terms and phrases.
Pitman's Commercial Correspondence in Spanish. 267 pp., \$1.10.
Spanish Commercial Reader. 170 pp., cloth, \$1.10.
Manual of Spanish Commercial Correspondence. 328 pp., cloth, gilt, \$1.50. By G. R. MacDonald. Contains an extensive selection of commercial letters.
English-Spanish and Spanish-English Commercial Dictionary. 660 pp., \$1.50. By G. R. MacDonald. A complete work of reference for students and teachers.

"The special merit of this work is that it includes all the words and expression which are used in commercial work . . . The type is clear, and the arrangement is such that a desired term can be found in the shortest possible time. That the work is thoroughly up-to-date can be seen by reference to such terms as 'aeroplane,' 'taxicab,' 'wireless telegraphy,' 'marconigram,' etc., which are not given in most Spanish-English dictionaries."
—The Writer (Boston)

Taquigrafia Espanola de Isaac Pitman. Being an Adaptation of Isaac Pitman's Shorthand to Spanish. \$1.30.

For Further Particulars write

**ISAAC PITMAN & SONS, 2 West 45th St.
NEW YORK**

Religion In The Drama

By Brother Leo, F. S. C., L. H. D.

Professor of English in St. Mary's College, Oakland, Cal.



BROTHER LEO, F. S. C.

main lines of moral theology and the practice of the Catholic religion. Then the man from Mars, his furlough having expired, sets out in his interplanetary biplane for the sphere that he calls home. He meditates on the way. He knows a good deal about the modern theater; and he knows a good deal about religion. Do you think he would be likely to establish a very intimate connection between the two?

Frankly, I don't think he would. Doubtless, he could recall an occasional play or two that seemed to be mainly intent upon moral issues; but he would be forced to conclude that the vast generality of modern dramatic offerings in the city of New York have very little to do with the things that pertain to religion and the spiritual life. And if, just about the time he reaches home, he receives a wireless message to the effect that the drama is studied and taught in Catholic schools, he would probably wonder very much at the seeming anomaly. What conceivable relation, he might well ask himself, is there between the drama and Catholic education?

That question has been asked by persons other than the Martian, by persons who have shared his experiences and drawn his conclusions. The experiences have been authentic and the conclusions logical—as far as they go. And yet, in point of fact, there is an intimate connection between the drama and religion. Why cannot the Martian, and his earthly analogs, perceive that connection? Because both he and they have fallen into the very obvious mistake of assuming that the status of the theater in the city of New York in the year of grace 1918 is representative of the status of the theater in all other places and at all other times. Our Martian has unconsciously, and therefore pathetically, assumed a limited, foreshortened, a provincial outlook. He has failed to see the forest for the trees. He has failed to reflect on what is the nature, the essence of the drama. And he has, above all and most important of all, failed to study the high water marks in the history of the theater.

It is just possible that some good Catholic teachers have imitated his error. It is just possible that the energy of their denunciation of the theater is in inverse ratio to the extent of their knowledge of dramatic history. It is just possible that they have heard much about bad plays—plays bad in every sense of the word—and know very little about good plays. It is just possible that their opinions anent the theater and the drama are founded on random conjectures and second-hand criticisms. It is just possible that they judge the drama by the worst specimens of dramatic art, and that they are about as logical as the separated brother who condemns the Catholic Church as untrue and unholy because he happens to know an individual Catholic who drinks too much whisky and beats his wife.

What, after all, is the drama? It is a natural, an inevitable manifestation of the play instinct, of the let-us-

make-believe mood that hath its hour with every man. When the children on the front steps start to play house, they are doing something dramatic. When little Ralph sticks feathers in his hair and stains his face with brick dust in order to play Indian, he is doing something dramatic. When little Clara borrows one of her mother's cast-off dresses and solemnly parades down the sidewalk in the guise of a grown woman, she is doing something dramatic. Nor does the play instinct fall away from us with childhood. Rather, it grows stronger and more insistent. And we grown-ups recognize the wisdom of gratifying it, and we direct it and specialize it. The only notable difference between the play of children and the play of men is this, that all the children are actors and none of the children are audience, whereas relatively few of the men are actors and most of them are spectators; they find refreshment and recreation and education in acting, but in acting vicariously.

In essentials, in fact, little Ralph is as much a dramatist as William Shakespeare. Both take some idea that looms large in their minds and embody that idea in some form of objective action. That is what little Ralph does when he plays Indian; that is what Shakespeare does when he constructs "Hamlet." And each of them, according to the truth, the profundity, the artistic skill of the embodiment, shows what manner of person he is. In range of vision, in breadth of conception, in knowledge of life, in technical efficiency, Shakespeare shows himself a better dramatist than little Ralph; but it is a difference in degree, not in kind.

Now, in our Catholic schools we don't teach and study the drama of little Ralph, any more than we teach and study the current drama of New York's Great White Way; but we do teach and study the drama of Shakespeare. And why? Simply because in that drama we find certain truths of life—notably moral and religious truths—conveyed to us in the form of objective action; simply because the right study of the dramatic masterpieces of all countries and all times will yield us a rich and practical harvest in the form of increased knowledge of human life and increased incentive for living in accordance with the highest and noblest ideals. Thus does the drama correlate with morality and religion.

Potentially at all times, actually at numerous stages in its highly interesting history, the drama is a great moral force. It preaches and it teaches; and it does both by example. It deals in a concrete way with concrete moral issues. The stuff whereof it is made is the passions of the human heart—love and war and reverence and revenge and devotion and ambition and joy and remorse. Our schools exist that we may teach the rising generation how to develop and guide the passions, how to place them under the complete control of a will which is in turn harmonized with the Divine Will. And among the educational agencies at our disposal in carrying on this salutary work, the world's great dramas occupy a prominent place.

"The drama," writes Mr. Denton J. Snider, "unfolds what is contained in the deed, the total cycle of it, in all its consequences, showing the world built by the individual day by day, built of his own conduct, the world which he must live in. . . . Man makes his own world and must dwell in it, be it Heaven or Hell. Deed after deed he (Shakespeare) piles up like so many stones in the temple of life; he cannot escape from his deed which is the outer living reality of himself, his own personality made into his own spiritual dwelling-place. He must live in his own world, not in that of anybody else; if he perishes in it or through it, his death is his own act, or the fruit thereof. In tragic seriousness, in comic sportfulness there is the same fundamental trait of Shakespeare: man summoned to the presence of his deed and judged by it, with reward, punishment, or forgiveness."

The really great drama, furthermore, is and must be moral. It is moral, not only in the sense of being concerned with moral issues, but in the specific sense of being rightly concerned with such issues, in the sense of teaching those principles and actions which are in accordance

with the recognized laws of morality. In other words, the great play, with much of the unction and all of the intensity and more of the objective appeal of the great sermon, impresses us with the importance of right living, with the wisdom of self-control, with the folly of misdirected passion, with the holiness of purity, with the sacredness of truth. This it does, not because moral influence is necessarily its conscious aim, but because it is thoroughly and profoundly true to life. It seeks to show life and to interpret life, to tell the truth, the whole truth, about life; and the whole truth, the significant truth, about life is moral truth.

Let us take one instance out of many of the searching, penetrating way in which the drama tells the whole truth about life. It is admitted that in the actual scheme of existence, in the life we know and lead, in the life we read about in history and biography, woman plays and always has played an important if unobtrusive part. By woman—some woman—to a large extent very man is made or marred. Marc Antony ruined himself because of a woman; King Louis IX of France became a saint largely because of the influence of a woman, his mother, Blanche of Castile. Even such ascetic, rigorous types of sanctity as St. Jerome and St. John of the Cross were indebted to women like St. Paula and St. Teresa for encouragement and inspiration. Our French friends are characteristically flippant in form and solid in substance when they advise us to "find the woman."

Now, can anybody recall a solitary great play of the world—in Greece, in Spain, in Italy, in France, in Ireland, in England—that does not possess at least one dominating female role? Think of the importance Shakespeare attaches to his women characters—to Lady Macbeth, to Viola, to Rosalind, to Desdemona, to Cordelia, to the two Portias! Did any playwright ever succeed in constructing a play, even a good acting play, without female characters? That can be done only by having no female character actually appear on the stage; but the influence of some woman, unseen yet potent, must be present if the play is to be a play at all. We have the word of Mr. Metcalfe, one of the leading dramatic critics of our own day, that it is a managerial canon that the women characters make or break a play.

Being true to life, to the whole of normal human life, the drama must of necessity concern itself with religion. As I write these lines the news reaches me from London that one of the most popular dramatic offerings of the present season is a play centuries old, a play with but an evanescent gleam of humor, a play far from ambitious in its appeal to the senses, a play devoid of any noted technical devices, a play with whole passages that might have been taken verbatim from the sermons of Chrysostom or Bossuet or Jeremy Taylor. It is the old fifteenth-century morality play, "Everyman," in the course of one of its numerous revivals. Its fundamental appeal, possibly its only appeal, is its religious content. It is a great play, and great because of its religious note and its religious implications.

"Everyman" is not an isolated instance. It is a truism that in both pagan and Christian times the drama was literally born at the foot of the altar. The merest tyro in the history of the drama will be able to tell you that the Greek drama—the drama that produced Sophocles in tragedy and Aristophanes in comedy—had its origin in religious ceremonies; and that the drama of modern Europe—the drama that produced Shakespeare and Moliere—was originally acted in the church building and by ecclesiastics, and that at least two canonized saints, St. Gregory of Nazianzen and the nun St. Rosvitha, were recognized as playwrights. He might too, if he be something more than a tyro, direct you to the wonderful golden age of the Spanish drama and show you that most of the Spanish dramatists—including even poor Lope de Vega—entered holy orders, and that Calderon, the greatest luminary among the dramatists of Spain, was a devout and learned priest who very often chose for the groundwork of his plays religious practices and religious truths.

These are some of the things that did not come into the reckoning of our supposititious visitor from Mars. He, alas, was too much like a German university trained investigator; he patiently, meticulously studied the details of a relatively unimportant portion of the field, and on that study based his perfectly logical and perfectly misleading conclusions. We teachers must in this respect be wiser than the Martian. We shall best learn of the possibilities of correlation between religion and the drama when we learn to know and love the drama at its best, when we see in it in very sooth a mirror reflecting the ways of man with his fellows and his God.

Established 1866



WRITE for SAMPLES and PRICE-LIST of Spring & Summer

"BLUE-FLAG" Clothing

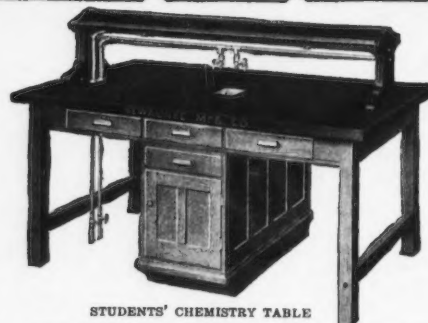
Clerical Raincoats, Rabbis, Birettas,
Cassocks, Suits, Clerical Cloaks,
Overcoats, Rabbi Shirts,
Bishops' and Monsignors' Garments

ZIMMERMANN BROS. CLOTHING CO.
406 Broadway, MILWAUKEE, WIS.

KRUS ENGRAVING COMPANY—

STROH BLDG.
RAND McNALLY BLDG.

MILWAUKEE, WIS.
CHICAGO, ILL.



STUDENTS' CHEMISTRY TABLE

From down in North Carolina a Professor of Zoology and Entomology, writes: "They are the best Laboratory tops I have ever used."

From the other side of the Continent came this expression from a Professor of Agricultural Chemistry: "Our exceedingly dry climate plays havoc with most furniture and cabinet work, but I am unable to find the least warping or cracking in that obtained from Kewaunee."

Kewaunee LABORATORY FURNITURE

Many minds between have arrived at similar conclusions regarding Kewaunee, for it is used in more schools in America than any other make. The Kewaunee Book is free to Science Instructors.

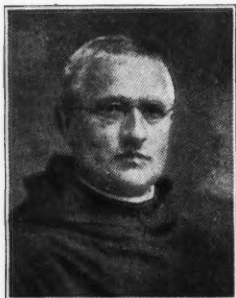
Kewaunee Mfg. Co.
LABORATORY FURNITURE EXPERTS
KEWAUNEE, WIS.

Chicago General Sales Office: 460 E. Ohio St. New York Office: 70 Fifth Ave.

BRANCH OFFICES:
Dallas Columbus Atlanta El Paso Minneapolis Kansas City
Baltimore New Orleans Little Rock Denver Spokane San Francisco

MUSIC IN CATHOLIC SCHOOLS.

Rev. Gregory Huegle, O. S. B., Conception Abbey, Conception, Mo.
(Second Article of the Series.)



Rev. Gregory Huegle, O. S. B.

The musical structure of the ordinary song of the day presents little or no difficulty. There is a certain key in which the song is written; there is a definite order in the movement, i. e. set time; and finally, there are words in metric grouping. Songs and hymns intended for popular use bear the stamp of simplicity.

It has already been remarked that the tonic chord forms the basis of modern music. Likewise it has been stated that little singers more readily discover the larger tonal steps than the smaller. Book One of the Progressive Series is built upon this twofold observation. The opening numbers present the tonic triad; neighboring tones are then introduced; diatonic figures, first simple, then varied, follow in due succession; melodies progressing by intervals conclude the scheme of Book One.

Co-ordination of Chant Selections. The melodies of Gregorian Chant differ from our ordinary national songs and hymn tunes in many respects. They are composed in the ancient church modes, they have a rhythm (movement) of their own, and the words are to a great extent not metrically arranged. In spite of this difference there remains some ground in common upon which to start operations. This common ground is furnished by the Lydian mode. When modern music struck out paths of her own, she contented herself with the Lydian scale. This fact will account for Book One containing a great number of chant selections composed in the fifth and sixth modes. The tonic chord of these modes is identical with those of our major scale. Having mastered the first secular song:



the children will meet the same chord progression in:



Glo-ri-a Pa-tri

Neighboring tones will be found to enter more freely from No. 11 on, whilst diatonic figures (simple neums) appear from No. 19 in almost every selection. The Teacher's Manual contains twenty additional chant numbers arranged along the same principles. Thus fifty chant selections are brought within reach of the children in the second and third grades. The task of interpreting these selections lies with the teacher.

Rhythmic Problems. A teacher attempting to interpret problems of algebra or chemistry, did he not know even the rudiments of either branch, would in his first attempts make himself the laughingstock of the whole school. The same applies to every branch of knowledge, and to every art, including Gregorian Chant. The present writer has come in contact with able choirs that would sing part-masses very creditably, but when confronted with a chant number began at once to walk on ice. Whence is this? Unquestionably from ignorance of chant rhythm. Chant has a rhythm of its own: a rhythm almost too simple to describe, the rhythm of free speech, of oratorical delivery. Strange to say, the entire apparatus of modern music is insufficient to impart that rhythm; nay, worse than that, is antagonistic to it.

The Practical Hints which serve as introduction to the Chant Supplement come to the teacher's assistance in handling the rhythmic problems by saying: Read attentively the interlinear translation to get the meaning and spirit of the selection to be rendered. Careful and prayerful recitation of one phrase after another is the first approach towards the idea of free rhythm. Each phrase has a musical interest of its own, provided that the syllables are uttered distinctly, and that all accents have the proper subordination towards one point of unity. Thus, when the

(Continued on Page 41)

EDUCATION IN THE PHILIPPINES.

(SPECIAL CORRESPONDENT)

Editor's Note: The author contributes this article to The Journal with the thought of interesting American Catholics in the great battle being fought in the Philippines for the cause of Catholic Education. The article has been passed upon by a high authority in the Philippines.

One of the saddest subjects for a Catholic to be asked to write about is the subject of education in the Philippine Islands. It is not a small subject by any means, and probably few people in America realize its importance. In fact, will it not come as a surprise to many Americans to learn that their colony in the Pacific numbers no less than 3,141 islands? These islands are, of course, of varying sizes but two of them are each larger than Belgium, or Greece, or Holland, or even Ireland. The total population is nine or ten millions, and it is said that with better economic conditions, and the extension of medical practice, and above all the prevention of infant mortality, hitherto so prevalent that in fifty years the population will have doubled. *When the Spaniards first settled on the Islands (nearly four hundred years ago) the Filipinos numbered only 300,000, and when the American flag was hoisted for the first time over Fort Santiago in Manila, August 13th, 1898, the Filipino population was about seven or eight millions. This fact is a credit to the colonization system of Catholic Spain, and means incidentally that the education of the Philippines is the education of a numerous race. The Filipinos, too, are an example to the other brown peoples, as they are the first among them to reach any notable degree of civilization.

The Spaniards did not neglect education by any means to the extent that some writers allege. The Spanish University of Manila, which is still a flourishing institution, was the first university established in the East, and in 1865 the Spanish government founded the Manila Normal School to prepare Filipino teachers for the work of primary education. Even David P. Barrows who has more than one ill-informed attack on things Catholic in his "History of the Philippines," is compelled to admit that "besides the church, the convent, and the tribunal, nearly every town in the Philippines, toward the close of the Spanish rule, had also in the public plaza its public school buildings for boys and girls." (P. 275).

Of late years education is going ahead in the Philippines with great rapidity. At the end of the year 1916 there were 4,496 government schools scattered through the Islands, an increase of 110 over the year 1915, and 295 over 1914. The total annual enrollment to December, 1916, (I am quoting the Bureau of Education report) was 647,256, an increase of 40,659 over 1915, and 58,046 over 1914. The average daily attendance for December 1916, was 494,587, an increase of 39,270 over 1915, and 61,550 over 1914. There is besides a government University in Manila with an attendance this year of 2,385 students. By a curious arrangement this university is not under the control of the Bureau of Education, although all other government schools are. These other schools are of various classes, and include elementary schools, secondary schools, and such special education establishments as agricultural and industrial schools. Elementary schools are subdivided into primary (I, II, III and IV grades) and intermediate (V, VI and VII grades).

English is the only language taught in these schools, and it is a fine triumph for American language-teaching methods that young Filipinos are led on step by step with no other language but English used as a medium of teaching; and English is of course a foreign language to every Filipino. There are indeed many American teachers in the Philippines who would be a credit to any profession in the world. With salaries modest enough they work here through the sweltering heat, and often in remote villages cut off altogether from intercourse with people of their own nationality and race. If they teach under a system with which thoughtful men amongst them must disagree, the fault is certainly not theirs. Catholic missionaries, coming from many lands, have found them broad-minded and sympathetic, and the few bigots among them would probably be found in any profession in similar circumstances, and must by no means be taken as representatives of their class. The actual number of American employees in the Bureau of Education, on December 31st, 1916, was 467, a decrease of 22 from 1915, of 72 from 1914, of 148 from 1913, and of 200 from 1912. Two hundred Americans less in four years, in one department of the Philippine govern-

*On the difficult question of population statistics in the Philippines, V. "Philippine Review", April, 1917.

(Continued on Page 38)

INTEREST AN ESSENTIAL OF THE RECITATION.

F. J. WASHICHEK, A. B. LL. D.
Academic Dept. McGill Institute, Mobile, Ala.
(Seventh Article of the Series).



PROF. F. J. WASHICHEK

The successful operation of the learning process requires the existence of certain vital conditions essentially related to its success. Without the presence of these conditions the recitation may proceed but without success of which the final test is the learner's acquisition of knowledge, power and skill.

What, then, are these conditions? What will invite and insure success? To answer these questions it must be remembered that the mind acquires knowledge through investigation and that the extent of that knowledge varies directly with the character and amount of investigation; the greater and more intense the search, the greater the knowledge power and skill acquired. We must remember too, that the mind will not examine extensively or intensively what does not interest it. Consequently **interest is the first essential of a successful recitation.** Interest is a stimulus toward some object, a pleasurable feeling or condition of the mind which impels it to examine willingly and to learn rapidly. It is of two kinds, natural and acquired.

Natural interest comes from some inherent quality in any given subject making it attractive and its investigation gratifying. It comes either from the thing itself or from what it suggests, while acquired interest comes from something related to the subject. Pupils who are naturally interested in a study are attracted to it and will study it because of the pleasure derived from it regardless of surrounding influences for "Where our interest lies, there our thoughts constantly fly." If children have a natural interest in a subject they are easily taught and disciplined because they are eagerly and willingly at work, investigating, studying and learning; they have neither the inclination nor the time to shirk or misbehave. Only "idle brains are the devil's workshop."

But the difficult task, the one that requires the greatest tact and skill and at the same time merits the highest professional distinction is to teach efficiently what is dry and uninteresting to the child. In such cases the teacher should lead the child to **acquire an interest** in the subject.

This may often be done in the three following ways: (1) by causing the pupil to see the old idea in the new, (2) by leading him to see the new in the old, (3) by seeing the utility of the new. Each of these may now be considered separately.

Interest acquired by seeing the old in the new is like seeing old goods in new boxes. In such cases interest in the new boxes is awakened by seeing the old, familiar goods within them. Similarly the pupil may become interested in the new study by recognizing something old in it, something which he already knows. That he does make such recognitions with considerable interest is evidenced by his occasional remark made upon discovering the old thought in the new: "Oh! that is like the work we did the other day!" Perhaps the remark was made when the pupil first discovered that 6% of anything is really only a fractional part $\frac{6}{100}$ of it. Just as the lost child becomes highly interested in discovering its mother's face amidst strangers, just as the traveller abroad is highly elated and interested in meeting an old friend from his native city so also known truths discovered in new subjects attract and interest the pupil. If a pupil studying geometry takes no interest in learning how to compute the lateral area of a cylinder he may perhaps acquire an interest in it by seeing that in one sense he is also only finding the area of a parallelogram whose altitude is the altitude of the cylinder and whose base is the circumference of the cylinder.

In causing the pupil to see the old in the new care must be taken, however, to "wear out" the old truth by over-emphasizing it for whatever is too well known tends to become monotonous and uninteresting and to cause the child to dismiss the old familiar truth or process in the unmistakable tones, "O, I know that." On the other hand the child may have little interest in what is entirely new

and unknown, unintelligible to him but he is always interested in recognizing the old in the new, the familiar fact related to the new one.

By an all-wise providence all truth is related. Always and everywhere one study or truth dove-tails into another. Algebra is correlated with arithmetic; geography with history, grammar with rhetoric, physics with chemistry. This is indeed a wise regulation for it is well-nigh impossible for the mind to grasp a new truth or concept unless it contains related facts with which the mind investigates and interprets new ones. Learning is seeing with the mind's eye the relation of the known to the unknown and as soon as these connections are clearly comprehended the unknown becomes the known. This is the natural law of teaching and learning and because it is the natural way of learning it is also the easiest method of acquiring interest in a new or uninteresting subject.

For example if a child beginning the study of algebra is puzzled by the unknown quantity x in the equation $2x+4=16$, its meaning may be clarified by explaining to him that x really stands for the number 6 in this particular equation whence the equations really means $2 \times 6 + 4 = 16$, an old arithmetical truth which he recognizes in the new study, algebra.

Latitude and longitude may be made easier and more interesting to the beginning geography pupil by leading him to see the old in the new idea of location. The situation of a place a certain number of blocks or miles from a given place is quite clear to any beginner of geographical study. From this knowledge he may readily see that the latitude and longitude of a given place is only another way of locating it with regard to a given place or point of reference, Greenwich and the equator.

Another method of leading the pupil to acquire interest in a subject dry to him is to teach it through current interests. Studies naturally unattractive to him may be made interesting through their relation to present interests. For example, the history or geography of the United States, England and Germany may be made quite interesting through the study of the terrible conflict now raging between them. Much interest may be acquired by studying earthquakes hurricanes, cyclones, tidal waves at times of disasters due to them. The psychological time to study city, state and national elections in the civics class is during a political campaign.

Motivation, too, adds much interest to study and recitation. One of the great mistakes of teaching language work is failure to give the language pupil an incentive to do the very thing which he is supposed to be learning how to do—speaking and writing correctly. What we need to do is to motivate language work, that is, to stimulate the child's mind with an interest that will bring out free and ready expression of his thoughts prompted either by his own desire for self expression or by some outside interest aroused by the teacher.

That the child learns most rapidly under the stress of interest is seen from the readiness with which he employs the language of the street, play-ground and the office rather than that of the class-room. The mere, compulsory writing of a composition for writing's sake neither motivates nor develops the power of thought and self expression. What we need to do is to motivate language work, to furnish real situations prompting pupils to speak and write freely, self-forgetfully and purposefully. This may be done by the writing of real letters for definite purposes. These may include business letters ordering books or school supplies and the writing of bills, receipts, checks, etc. Social correspondence, letters of sympathy or congratulation and invitations to real persons should have a much larger place in the elementary grades. Oral and written book reviews, reports on current events, dramatization composing of original short stories, keeping of a diary as well as the more formal phases of narration, description exposition and argument should be emphasized. Fortnightly debates and plays, declamations not only help to put into practice the more theoretical language work of the class-room but also furnish audience which vitalizes the work and makes it more real and interesting.

Another way of leading the pupils to acquire an interest in a dry subject is to make him see the new in the old idea. There is as much truth as fiction in Thackeray's assertion that, "novelty has charms that our minds can hardly withstand." To be convinced that novelty is one of the child's greatest avenues to acquired interest we need only to observe his interest in his new toy, dress or book. These are after all, only toys, dresses or books in a gen-

(Continued on Page 35)

NEWS NOTES OF INTEREST.

Hon. Joseph Scott, of Los Angeles, Cal., lawyer and lecturer of national reputation, has been awarded the Lactare Medal for the year 1918 by the University of Notre Dame. The presentation will take place, according to the annual custom, at the commencement exercises of the University in June.

The Executive Board of the Catholic Federation of the United States met in Chicago, March 6th, and decided to suspend the annual session this year, but in lieu thereof a meeting of all the members of the Executive and Advisory Boards and of the various National Committees will be held this summer.

Brother Justus, president of De La Salle Institute, Chicago, has lately been appointed a member of the State Council of Defense. He has been specially charged by the council with the enrollment of volunteers from Chicago's Catholic colleges and high schools for work on the farms this spring and summer, to the end of aiding in ultimate and undelayed victory for America in the war.

The Senior Class at Trinity College, Washington, D. C., voted to dispense with all but the formal exercises of Commencement Week in 1918 because of war conditions. The traditional performances of the Dramatic Society and of the Cecilian Club, together with the cherished exercises of Class Day will be omitted and only the services of Baccalaureate Sunday and the conferring of degrees will be retained.

St. Louis University has again widened the sphere of its patriotic endeavor. Because of the increasing demand for nurses for the war, the University, under the authority and direction of the American Red Cross Society, has started a more extensive course in nursing.

For boys of the Eighth grade in the parochial schools of the Milwaukee archdiocese, Marquette Academy has offered a scholarship to each of the five students, obtaining the highest average in the examinations which will be held on May 25, at the Academy.

While engaged in her duties at St. Michael's school, in Livermore, Cal., Sister Victoria accidentally slipped from a bench on which she was standing and sustained injuries which necessitated her removal to a hospital.

Miss Marie Anderson, wealthy and popular St. Louis society girl, has joined the Order of the Sisters of Mercy at St. Xavier's Academy, Chicago, to become a nun. She will have six months to decide whether she wishes to continue a cloistered life or to return to the world. Miss Anderson has been a dog fancier, automobile driver, horsewoman, golfer, tennis player, swimmer and musician.

Rev. Bernard P. O'Reilly, president of St. Mary's College, Dayton, O., has received information from Washington that Secretary of War Newton D. Baker has approved a new list of technical engineering schools, included in which is the engineering department of St. Mary's College.

The erection of a new building, whose cost is estimated at about \$350,000, has been decided upon by the Catholic Big Brothers of Bronx County, New York. A centrally located site, valued at \$40,000, was recently donated for this purpose. The building is to contain recreation rooms, swimming pool, gymnasium, class rooms, reading rooms, large auditorium and sleeping quarters for 250 boys.

The University of California will open this year the first of its Summer Sessions to be held at Los Angeles. This new venture will not interfere with the regular Summer Session which will be held at Berkeley.

The cornerstone of Newman Hall, the Catholic home for women attending the Texas State University in Austin, was laid on the feast of St. Thomas Aquinas, Thursday, March 7. Very Rev. James M. Kirwin, Administrator of the Galveston diocese, officiated and delivered an address. President Vinson and the faculty of the university were represented.

Catholic educators and students will find interest in the announcement of a new summer school to be opened at Notre Dame University, Notre Dame, Ind., this coming summer. This is the first time since the foundation of Notre Dame in 1842, that the University has offered summer courses, and the first time that women students will be found upon its rosters.

In an effort to regain his strength, Very Rev. Edward R. Dyer, president of St. Mary's Seminary, Baltimore, has gone to a southern city and the date of his return is indefinite. Father Dyer has been suffering for some time from a throat affliction and several times in recent years has been forced to give up his duties at the seminary and take an extended rest.

The Freshman English classes at the College of St. Teresa, Winona, Minn., are writing a chronicle history of the school. The aim in writing this history is to make a complete contemporary record of the interesting events of the scholastic year as viewed by the students themselves. It will be continued annually.

The Board of Education in Washington refused to let Mr. Billy Sunday, Dr. Ward and Homer Rodeheaver go to the public schools and hold religious services for the pupils.

Brother Paul, the Xaverian head of St. Mary's Industrial School in Baltimore says there are now more than one thousand St. Mary's boys serving the flag.

Sister M. Marcelline, head of the piano department of the Conservatory, of the Minnesota Music Teachers' Association at the College of St. Teresa, Winona, Minn., has been elected chairman of the Examining Board.

The Benedictines at Yankton, S. D., are building a memorial chapel to the late missionary, Bishop Marty, O.S.B.

This big 6x10 ft. Flag for your School or Classroom Absolutely Free!



OUR PLAN

We will send you, charges prepaid, one gross of our Special Pencils, each inscribed: "Sold for the Benefit of the Flag Fund." These are to be sold by the pupils at five cents each. Send us the proceeds and we will ship at once, charges prepaid, one of our large 6 x 10 ft. Flags, all seams double stitched, sewed stars and sewed stripes, heavy canvas heading, metal grommets, fast colors and suitable for indoor or outdoor use.

The special printing which we place on each pencil free of cost makes it easy to dispose of them. Pencils are used in large quantities, and everyone is glad to help the children earn their big flag. If you prefer, we'll give you two five foot flags, instead of the large one, or a set of Seven Allies' Flags for the sale of the pencils.

Read the letters below — we have hundreds more like them from all over the country.

"Enclosed find draft for the pencils. I thank you very much for the beautiful flag you sent. The children are delighted with it. I wish you great success in your work." Sister M. Ignatius, Ursuline Academy, Paola, Kansas.

"I received the flag in due time. The children and all who saw it are more than delighted, and it is well worth the labor of selling the pencils. I have told several of our Sisters about it and no doubt you have already heard from them, as they are anxious to have one like it." Sister M. Michael, Our Lady of Victory School, Olathe, Kansas.

"I received the flag a few days ago; everyone was delighted with it. I am sending you another order—please send the pencils to the address mentioned." Sister Mary Elizabeth, St. Joseph's Academy, New Orleans, La.

Fill out the order form and send for your pencils today. Remember, no money in advance, no risk, no disappointment.

The Osborne Specialty Company
Camden, New York

CSJ. APRIL '18
Fill out and mail today. We'll do the rest.

(Be sure and give P. O. address and date here)

THE OSBORNE SPECIALTY COMPANY,
CAMDEN, NEW YORK.

Dear Sirs—You may send us, all charges prepaid, one gross of your Special Flag Pencils. We agree to sell them at 5c each and to remit you the proceeds as soon as the pencils are disposed of. It is agreed and understood that immediately upon receipt of our remittance, you will send us, all charges prepaid, one of your Flags as checked below.

- ☐ THE LARGE FLAG
- ☐ THE TWO FIVE FOOT FLAGS
- ☐ THE SEVEN ALLIES' FLAGS

Ship the Pencils to.....
Name of Principal or Teacher

Name of School

The Catholic School Journal

An Illustrated Magazine of Education. Established April, 1901. Issued Monthly, excepting July and August.

(Entered as Second Class Mail Matter in the Post Office at Milwaukee, Wis., under Act of Congress of March 3, 1879.)

SUBSCRIPTIONS—All subscriptions, domestic and foreign, are payable in advance. In the United States and Possessions, \$1.50; Canada, \$1.75; Foreign, \$2.00.

REMITTANCES—Remit by express or postal orders, draft or currency to The Catholic School Journal Co., Milwaukee, Wis. Personal checks should add 10 cents for bank collection fee. Do not send stamps unless necessary. Renew in the name (individual, community or school) to which the magazine has been addressed.

DISCONTINUANCES—If it is desired to close an account it is important to forward balance due to date with request to discontinue. Do not depend upon postmaster to send notice. In the absence of any word to the contrary, we follow the wish of the great majority of our subscribers and continue The Journal at the expiration of the time paid for so that copies may not be lost nor files broken.

CHANGES OF ADDRESS—Subscribers should notify us promptly of change of address, giving both old and new addresses. Postmasters no longer forward magazines without extra prepayment.

CONTRIBUTIONS—As a medium of exchange for educational helps and suggestions The Journal welcomes all articles and reports, the contents of which might be of benefit to Catholic teachers generally.

THE CATHOLIC SCHOOL JOURNAL,
445 Milwaukee St. MILWAUKEE, WIS.

APRIL, 1918

Teach your pupils to be self-dependent. At every point and on every occasion encourage independence of thought and action, discourage weakness and leaning on others, whether the others be teacher or fellow-pupil. Pity is not always kind; sometimes it is the sweet that turns to bitterness. The teacher must be ever on guard against the impulse to "baby" the boy or girl who needs help.

Even when we are instructing our children in the sublime lessons of the martyrs' lives, as set forth in our Catholic histories and readers, we must not lose sight of the one biggest lesson of all—that what the world needs is live Christians, not dead ones: that we must learn first of all to live for our Faith, whether or not we are ever called upon to die for it.

One thing that the Catholic teacher must persistently and continuously teach his charges is this: That standing up honestly for one's Faith, and for every jot and tittle of it, is not bigotry. Train our American youth in such a way that they will never be betrayed into a merely luke-warm half-hearted acknowledgment of their religion, and the Faith will be secure in our land.

It is time to turn the thoughts of our school children seriously and actively toward the making of the year's War Gardens. The first step is to have them plan. "Plan before you plant" is the slogan. It will be far easier to do the planting, the digging up, and the replanting, on paper first, than in the ground. Let the pen of forethought, dipped in the ink of sense, be the first implement used to turn the ground of the children's War Gardens.

Begin Now!

June will soon be here, and the schools and the teachers of the land will be swamped in the annual flood-tide of Graduation Day plans and preparations. That season of rush and cram, of winding up and closing down, is a yearly bugaboo to thousands of teachers. Also the same to thousands of parents! (We won't speak of the tens of thousands of scholars who endure and suffer and triumph through it.)

But half the wear and tear and distress of the Graduation Season could be avoided by the simple expedient of beginning in time to get ready for it. Now is the time to begin—now, in April even!

The war this year will bring us one blessing—a much simplified graduation time throughout the schools of the land. Already, at the exercises which closed the midyear terms at many schools at Christmas, no flowers and no gifts were permitted—not only formally, but actually, forbidden; and the girls wore dresses made by their own hands, dresses which cost not a cent over two or three dollars. This is a good beginning, even though it may be in a measure making virtue of a necessity. It is the right start in the direction of the larger functions of the coming June graduation days.

It is not a bit too early now—today—to begin your crusade against that once popular "graduation foolishness" which has been a nightmare to teachers;—a foolishness which has strongly tended to unfit instead of fit boys and girls for serious things; and which finally has too often half beggared poor fathers and mothers, who, in the natural pride of their hearts, have tried to "keep up their end" whatever the cost.

Make up your mind today; begin today to lay the foundations for a graduation with no "foolishness"—no flowers, no gifts—and three dollar dresses.

The Journal's 18th Anniversary.

This issue commemorates the 18th anniversary of the publication of The Catholic School Journal. Among a few advance letters from readers of The Journal, we quote the following extracts:

"May I not extend heartiest congratulations upon its splendid success as a valuable contribution to the literature of pedagogics? It is supplying a great demand for helps in professional study, training and teaching efficiency among our noble men and women devoting their lives to the great cause of Catholic education."

Permit us to say that we consider the Journal splendid. It improves steadily, and Catholic educators have reason to be proud of it.

"I am enclosing subscription and congratulate you on your 18th anniversary. Wishing you continued success, I am, * * *

For all the good things of the year just ending and of the several preceding years while your splendid Journal was attaining its growth, the Sisters of St. Joseph of Carondelet want to send a thank-you from as many hearts as they number teachers. Every one reads and profits and tries to give of what she gathers from the constantly improving pages of the Catholic School Journal. Success to its plans for good service in the cause of education.

The Parish School.

Two little nuns are teaching school
Near by, on Cozy street;
I pass each morning as a rule,
And now and then we meet.

The humble home is small and low;
Its walks are rude and bare,
And yet I loiter 'by, for, oh!
It seems so peaceful there!

I never liked to go to school,
I'd always rather play;
I hated any kind of rule,
And sometimes ran away.

But when I pass that little door
And breathe that holy air,
I want to be a boy once more
And learn my lessons there.

Oh, little nuns with whimples white
And hearts of purest gold,
My soul is troubled sore to-night,
My heart is growing cold.

Oh, little nuns of sable dress,
As souls of drifting snow
Teach me the way of righteousness,
And I can learn I know.

—Albert Bigelow Paine.

Adopts Course In Housekeeping.

One of the Minneapolis public schools has a special class in practical housekeeping. There is a model living room, every article of furnishing in which has been made by the pupils; and here visitors to the school are entertained and the work of the class exhibit. One girl each week is assigned as housekeeper, and she has full charge of the place for that period, sweeping, dusting, and doing all the work as she would in her own home, with a special eye toward inculcating her initiative. Ideas in home furnishing, decorating and general housekeeping are thus practically carried out. The plan sounds good—if it doesn't interfere with the real duties of girls at home;—and of course the thought is to make actual home work more attractive and interesting than it is ordinarily for many girls. All well and good—if mother's back doesn't have to pay for it in lengthened hours over the dishpan or the carpet-sweeper.

Status of the Student's English.

How does the English used by your pupils in their history or economics theme compare with the English written in their "straight" English theme? That is a point worth watching. The English which a student writes in his literature lesson is not always a proper test. The thing is to find out how practical and applicable is his knowledge of the language when not "on parade." At Harvard University a special investigating committee has been looking up this point, and much carelessness has been discovered in themes outside the formal ones of the English classes. A marked improvement in written English, however, has been found—a very noticeable decline in the number of men reported for unsatisfactory English. The figures for the last two years are 235 and 177.

Poems of Uplift and Cheer

HAPPINESS.

There are in this rude, stunning tide
Of human care and crime,
With whom the melodies abide
Of the everlasting chime,
Who carry music in their heart,
Through dusty lane and wrangling mart,
Plying their daily toil with busier feet,
Because their secret souls a holy strain repeat.
—John Keble.

HOUSEHOLD ARTS AND DOMESTIC SCIENCE

WAR WORK FOR DOMESTIC SCIENCE CLASSES

JUNIOR RED CROSS WORK IN SEWING

The following appeal for the organization of school children into Junior Red Cross Auxiliaries should be heeded by every teacher. The activities of the Junior Red Cross may be done as domestic science work. The great need and usefulness of the articles the pupils make will give the work unusual interest for all concerned.

"Vastly more is involved in the Junior Red Cross Auxiliaries than the enrollment of so many millions of names of school children, and this assertion will be substantiated before the present school year ends. While the campaign to organize school auxiliaries was announced for the period between Lincoln's and Washington's birthdays, the work of organizing the schools will continue until those which were not reached in the ten-day period will have had an opportunity to become auxiliaries.

"From the sections of the United States the reports indicate a gratifying response from superintendents, principals and teachers to the call of President Wilson and the nation's leading educators to enroll the 22,000,000 children as junior members of the American Red Cross. With their addition to the 24,000,000 members already listed by the Red Cross, this humanitarian agency becomes the largest secular organization in the world.

"It is probable that the increasing loss of American soldiers in France and on seas stimulated the school authorities and teachers to extra efforts in behalf of the Red Cross, which has so large a part in the handling of the wounded and relief of other kinds of distress.

"Out of the 360,000 schools, public, private and parochial, it is hoped ultimately to have virtually all organized as Junior Auxiliaries, and the amount of Red Cross supplies which the pupils will turn out is incalculable. The smaller pupils can make garments for the destitute people in the war area and the older students, under approved conditions, can make surgical dressings.

"There is no desire upon the part of the Red Cross to interfere with the progress of the children in their regular studies. All that is asked is to fit the Red Cross work into the curriculum in a reasonable way and, perhaps, to induce the children to give some spare hours to making hospital and other supplies. As the magnitude of this war sinks into the minds and hearts of the American people, it will be realized that this is a necessary duty for the children.

"Boys will not be so useful as the girls in making surgical dressings and other domestic tasks, but in making packing boxes, organizing entertainments and doing other services as a means of raising funds for the Junior Auxiliaries they will have full scope for their energies.

"When the Red Cross this spring comes before the American people again to ask for another \$100,000,000 War Fund, the value of the junior members will become apparent, for these children will take the message and the function of the Red Cross into homes that otherwise could not be reached.

"Especially valuable will be the influence of children of foreign extraction, carrying the lessons of patriotism and democracy to their parents and other adult members of the family from the Junior Auxiliaries. It is impossible to assemble the parents for purposes of patriotic propaganda, but the children can be reached daily in their classrooms by teachers who are alert to this opportunity of helping their country.

"President Wilson considers the Junior Red Cross one of the most important phases of war activity in the United States, and the same opinion is held by Mary C. C. Bradford, president of the National Education Association, Cardinal Gibbons, speaking for the Catholic schools, and many other educators."

HOW TO USE BARLEY FLOUR AS A SUBSTITUTE FOR WHEAT

The methods of cooking barley flour are more nearly like those of cornmeal than wheat. This is due to the fact that barley, when mixed with water, does not form the sticky, elastic dough which is produced in wheat. Therefore, in making barley bread, a combination of wheat flour and barley flour should be used. When, however, the barley flour is used with eggs, as in cakes or muffins, it may be used alone. Loaves may be made successfully by using from one-half to two parts of barley flour to one part white or whole wheat flour.

Delicious muffins, baking powder biscuits, and hot breads of various kinds really present a better way to observe wheatless days than to try to bake special loaves of raised bread for the purpose. In the trials at the home economics kitchens the hot bread, as well as spice cakes and doughnuts, made entirely from barley flour have been a success, and we have also made bread, using but 12 to 15 per cent of wheat in with barley flour.—Circular No. 80, University of Wisconsin.

FIGHTING FOOD SHORTAGE BY ARITHMETIC

The school children of Evanston, Ill., are no longer asking, "What's the use of arithmetic?" In fact, they probably know more than you and I about its more practical and valuable application. This is because they are fortunate in having at their head a progressive superintendent with big ideas and the will to make them effective.

Superintendent A. N. Farmer saw a splendid opportunity for the schools to co-operate with the government in saving food. He at once proceeded to put his idea into force by giving conservation problems to the pupils and by writing a textbook entitled "Food Problems." The Council of National Defense took cognizance of his work and gave it full approval and support. Mrs. Mary C. C. Bradford, president of the National Education Association, and Secretary H. J. Metcalf of the Iowa State Council of National Defense gave the book high praise for its practical and patriotic character. But the highest recommendation of Mr. Farmer's work and book is the interest and enthusiasm of both pupils and parents.

The children are made to realize that they are soldiers, and that the food campaign they are now helping to carry on must be won if Germany is to be beaten. Such incentive fires the pupils' imagination and excites them to enthusiasm and thoroughness in their work. They display an initiative in solving food problems that was seldom called forth by the stereotyped problems of determining the relative ages of John and Charles. So eager are they to answer the questions that one girl went voluntarily to a grocery store to find out the amount saved by home canning, and a boy visited a butcher shop to discover the average size of dressed veal and dressed beef so that he could calculate the result of saving veal.

Not only does "food problems" make mathematics interesting, but it provides a stimulus for other forms of work, both inside the school and without.

The following problems, for instance, are calculated to promote interest in war problems:

"The boys and girls enrolled to serve in food production in 1916 produced food worth an average of \$20.96 each.

"a. If one-half of the 23,000,000 school boys and girls in the United States should do as well in 1918, what would be the value of the food produced?

"b. If the profit of each boy or girl was 60 per cent of the selling price, what would be the money profit for 11,500,000 children?"

Domestic science classes are encouraged and instructed by studies of relative food values and by such problems in the expediency of conservation as this:

(Continued on Page 24)

DRILLS, GAMES AND EXERCISES

May Ermentrout Smith, Physical Director, Chicago

(Any teacher wishing further help regarding the execution of these games, or wishing information about any special sort of games, drills, or exercises for elementary classes, will receive such help if a letter of inquiry inclosing 10 cents is addressed to Mrs. Mary E. Smith, 423 North Central Avenue, Chicago, Illinois.)

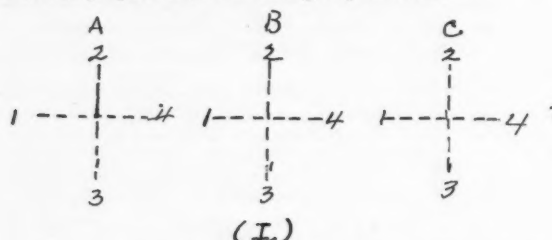
FLAG DRILL WITH MARCHING AND POSING

This drill can be used for entertainment or for general exercise.

Each pupil to have two flags, sticks 16 inches to 20 inches.

Position—Forearms in a horizontal position, middle finger under end of stick. This will bring the flag part over the shoulder. Thruout the drill the flag-stick is vertical. Any number of groups of four can be used in the drill.

Entrance March—March in single file across rear of stage, have tallest people first and last, smallest in center. The preliminary march can be as long as desired or just long enough to get into position. Form in a front rank in rear of stage to get proper spacing before marching to places for the drill; then No. 2 of each group stand still; No. 3 take four 15-inch steps forward and one short side step to right; No. 1 two steps forward, one side step right; No. 4 two steps forward. Have the necessary space between each group of fours.



Another group of fours can be formed in front of this group.

MARCH I

Rhythm about 60 counts to a minute.

Abbreviations: r—right; l—left; for'd—forward; b'k'd—backward; sh—shoulder; c—count.

1-4 counts mark time.

5-8 counts all turn $\frac{1}{8}$ circle (45°) and march either for'd or b'k'd to the next number's place.

No. 1 r and march obliquely b'k'd to No. 2 place.

No. 2 l and march obliquely for'd to No. 4 place.

No. 3 l and march obliquely b'k'd to No. 1 place.

No. 4 r and march obliquely for'd to No. 3 place.

Each making the $\frac{1}{8}$ turn and stepping in direction with left foot, taking three steps counts 5-6-7. On count 8 make the $\frac{1}{8}$ turn front and heels together.

C 1-4. Mark time. C 5-8. Continue marching to next place, each number taking the place of the number reached; to reach a for'd place, march for'd; to reach a b'k'd place, march b'k'd.

Continue marking time and marching until starting place has been reached—32 c. Repeat but go around square in opposite direction—32 c.

Pose I

(A) Facing forward No. 2 bend forearms obliquely upward; have sticks about 12 inches apart; the flags as seen from an audience should be above the head of No. 3.

No. 3 keeps flags in position same as in marching.

No. 1 both flags to r. sh. high.

No. 4 both flags to l. sh. high.

Pose—Diagram No. 2—Position of flag-sticks as seen from audience.

Hold pose 8 c.

(B) No. 2, No. 3 move flags outward; No. 2 arms slightly above sh. level; No. 3 arms slightly below sh. level. No. 1, No. 4 keep inside hand same place, but

move outside hand outward sh. high. Diagram No. 3. Hold pose 8 c.

(C) Change to A pose.

(D) Change to B pose.

Each 8 c. (C-32 c.)

(E) All face center of own group; all flags straight

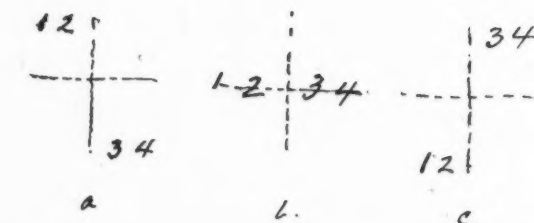
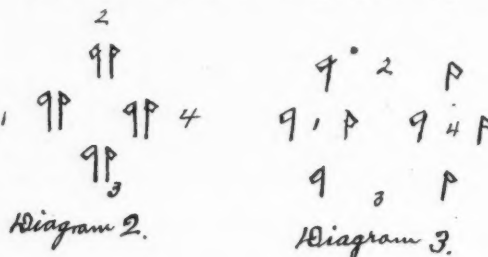


Diagram 4.

up over head; hold 8 c.

(F) Drop to shoulder height arms out at side; 8 c.

(G) Repeat E 8 c.

(H) Repeat F 8 c. (C-32.)

March and Pose—128 counts.

Exercises I

The movement should be reached on the first part of the count and held or rather controlled. Count in this manner: 1 hold, 2 hold, 3 hold, etc. Take rhythm "Marching Thru Georgia."

"Bring the good old bugle, boys, and sing another song—"

1 hold 2 hold 3 hold 4 hold 5 hold 6 hold 7 h'd 8 h'd

(The foot-work in the following exercises may be omitted.)

(A) Arm-work.

Foot-work.

1. l. arm for'd so that hand is in front of body,

1 l. foot for'd, touch at waist line

2. Return, 3 as 1, 4 as 2.

2 return 3-4 repeat 1-2

5-8. Same r.

5-8 same r.

9. l. for'd.

9 on toes rise

10. l. return, r. for'd.

10 heels lower

11. r. return, l. for'd.

11 repeat 9

12. l. return.

12 repeat 10

13. Both for'd, l. flag-stick in front of r. 13 on toes rise

14. Return.

14 knees bend (back straight)

15. As 13, but r. in front.

15 return to 13

16. Return.

16 heels lower

(B)

1. l. arm for'd, sh. high.

1 touch l. ft. back

2. Return.

2 return

3-4. Repeat, 1-2, etc.

3-4 repeat, 1-2, etc.

Repeat above but arms sh. high, and with toe touching b'k'd.

Repeat, alternating A-B. 4 times—128 c.

MARCH II

1-4 counts.
 No. 1, No. 4 march to No. 2, No. 3, respectively.
 No. 2, No. 3 take a short side step away from center and mark time position "A" diagram 4. 5-8 counts.
 No. 1, No. 2 three short steps forward.
 No. 3, No. 4 three short steps b'k'd, position "B" (heels together on c. 4).
 1-4 mark time, 5-8; No. 1, No. 2 continue for'd, No. 3-4 b'k'd (position "C").
 1-4 mark time, 5-8; No. 1, No. 2 march b'k'd; No. 3, No. 4 for'd (position "B").
 1-4 mark time, 5-8; No. 1, No. 4 continue marking time, and No. 2, No. 3 march to own place. 32 c.
 1-4 counts mark time, 5-8; all l. face $\frac{1}{4}$ circle (90°), c. 5-6; 1 side step toward center; c. 7-8.
 1-4 counts mark time, 5-8; 1 side step away from center; c. 5-6; face front; c. 7-8.
 1-4 counts mark time, 5-8; repeat, facing r.
 1-4 counts mark time, 5-8; repeat, returning to place. 32 c.
Pose 2
 (A) C. 1-8; No. 1, No. 2, No. 4 turn back to center and all step b'k'd to center, forming a hollow square with backs; all flags overhead vertically; 8 flags.
 (B) C. 1-8; bring flags for'd vertically sh. high.
 (C) Repeat A.
 (D) Repeat B; 32 c.
 (E) All arms out sh. h.; No. 1, No. 4 arms over No. 2, No. 3.
 (F) Bring arms up obliquely outward, arms still crossing each other.
 (G) Repeat E, F; 32 c.

Exercises—Set 2

(A) Arm. Foot.
 1 l. arm out sh. h. to l. 1 touch l. toe to l. side

2 return 3-4 as 1-2. 2 return 3-4 as 1-2
 5-8 same r. 5-8 same r.
 9 both arms out. 9 touch l. toe to l.
 10 return. 10 cross l. foot over r. in front
 11 as 9; 12 return
 11-16 repeat 9-10—4 times; 13-16 same 9-12 but with r. foot.
 (B) 1 both arms to l. sh. high. 1 touch toe of l. ft. back of r. heel, bending both knees slightly.
 2 return 3-4, as 1-2. 2 return 3-4, as 1-2; 5-8 same r.
 5-8 same r.
 9 to l. 9 l. toe back
 10 to r. 10 l. toe to r. side
 11 to l. 11 l. toe back
 12 return. 12 heels together
 13 both to r. 13-16 same as 9-12
 14 both to l. Both with r foot
 15 both to r.
 16 return.
 Alternate A-B 4 times. (128 c.)

Finale

(A) Tallest pupil to center; both flags high overhead, or take a large flag and hold high, slowly pivoting (have extra pupil for center). Next 4 tallest form circle around, facing outward, crossing arms at wrist, flags vertical. Next 8 form circle around the four, same pose. If 24 take part, another outer circle, same pose. 16 c.
 (B) All turn l., forming spokes of wheel, nearest center, flag high. Next lower, and so on out to outer edge, even if outer pupil must kneel, and have lower end of flagstaff on floor. 16 c. March off unfolding circle, led by smallest pupil. Largest pupil gradually stepping back to rear of stage waving large flag.

SCHOOL GARDENS

PRESIDENT WILSON APPROVES SCHOOL GARDEN CAMPAIGN

President Wilson has written Secretary Lane of the Interior, expressing the hope that "every school will have a regiment in the Volunteer War Garden Army"—the army of school children that, it is hoped, may raise this year produce amounting to \$500,000,000.

"Every boy and girl who really sees what the home garden may mean," writes the President, "will, I am sure, enter into the purpose with high spirits, because I am sure they would all like to feel that they are in fact fighting in France by joining the home garden army."

In his letter, which follows, the President approves the design of Secretary Lane to arouse the school children of the United States to "as real and patriotic an effort as the building of ships or the firing of cannon."

"My Dear Mr. Secretary: "25 February, 1918.
 "I sincerely hope that you may be successful thru the Bureau of Education in arousing the interest of teachers and children in the schools of the United States in the cultivation of home gardens. Every boy and girl who really sees what the home garden may mean will, I am sure, enter into the purpose with high spirits, because I am sure they would all like to feel that they are in fact fighting in France by joining the home garden army. They know that America has undertaken to send meat and flour and wheat and other foods for the support of the soldiers who are doing the fighting, for the men and women who are making the munitions, and for the boys and girls of Western Europe, and that we must also feed ourselves while we are carrying on this war. The movement to establish gardens, therefore, and to have the children work in them is just as real and patriotic an effort as the building of ships or the firing of cannon. I hope that this spring every school will have a regiment in the Volunteer War Garden Army. "Cordially and sincerely yours,

"(Signed) WOODROW WILSON.

"Hon. Franklin K. Lane,
 "Secretary of the Interior."

It is Secretary Lane's idea, that is being worked out thru Commissioner Claxton of the Bureau of Education, to have five million boys and girls of the schools in every city, town and village in the country, captained by forty thousand teachers, produce as nearly as possible all of the vegetables, small fruits and eggs for their home consumption.

To the extent that each district is able to supply itself with these food products, the railways will be relieved of the burden of transporting them, and the allies of the United States in Europe and our own soldiers on the battle front will get that much more of the food of which they are in need.

GARDENING AS A SCHOOL-HOME PROJECT

It has been found that the average pupil shows a much keener interest in a garden of his own than in one owned in common by all the school. For this reason individual gardens stimulate pride in ownership, and the work of caring for them encourages system, skill and judgment. A community school garden may be conducted for experimental purpose, but it is wise to have each individual conduct a garden at home under school supervision. Pupils must, of course, obtain the parent's consent and co-operation for conducting a garden school-home project. The plot of ground may be donated by the parent to the pupil or it may be rented to the pupil for a stipulated sum to be paid out of the proceeds of the garden, either from the vegetables raised in the garden or from money obtained from the sale of products. When no land is available on the parent's premises a plot may be rented from some neighbor as near the home as possible. The parents should co-operate with the teacher in the location of the plot, having due regard for soil, drainage, etc., and where it will not interfere with the other farm plans. The size of the garden should be determined by the age and ability of the pupil which may vary from 16 square rods up to 40 square rods.

Teacher, parents and pupils should consult together as to what is best to plant in the garden. The farm boy and girl from their preliminary home training are prepared to get more out of this garden work than does the city pupil. The great inducement of this home project work is that it presents a kind of work that will give the pupils a real cash income for labor in a field otherwise unused. It gives the children in farm homes a share in the business of farming, and it teaches them that gardening and agriculture are interesting and worthy of the best efforts of the trained mind and body.

It is wise to raise mostly those vegetables that have the greatest food value and which can be most economically stored, canned or dried for next winter's use or which can be most successfully marketed in the local markets.

A thoro preparation of the seed bed will make it

easier for the plants to get their food from the soil and thus save costly fertilizers. In preparing the soil for planting, spade under a good supply of well rotted manure, but do not use commercial fertilizer unless by good advice. Plan for inter-cropping and succession cropping and insure your crops by spraying when necessary.

Pupils should be encouraged to undertake a home project in gardening or agriculture not only for their own instruction but for patriotic and economical reasons. Just now pupils can do much to aid the war by increasing the farm and garden project of the country. The pupils in the public schools of America might easily produce enough garden vegetables to feed the entire population. This would leave much food to be shipped to our soldiers and to the needy millions of Europe.

DRAWING AND PAPER CUTTING

Miss Grace M. Baker, Director of Art, State Normal School, Whitewater, Wis.

"ON THE SQUARE"

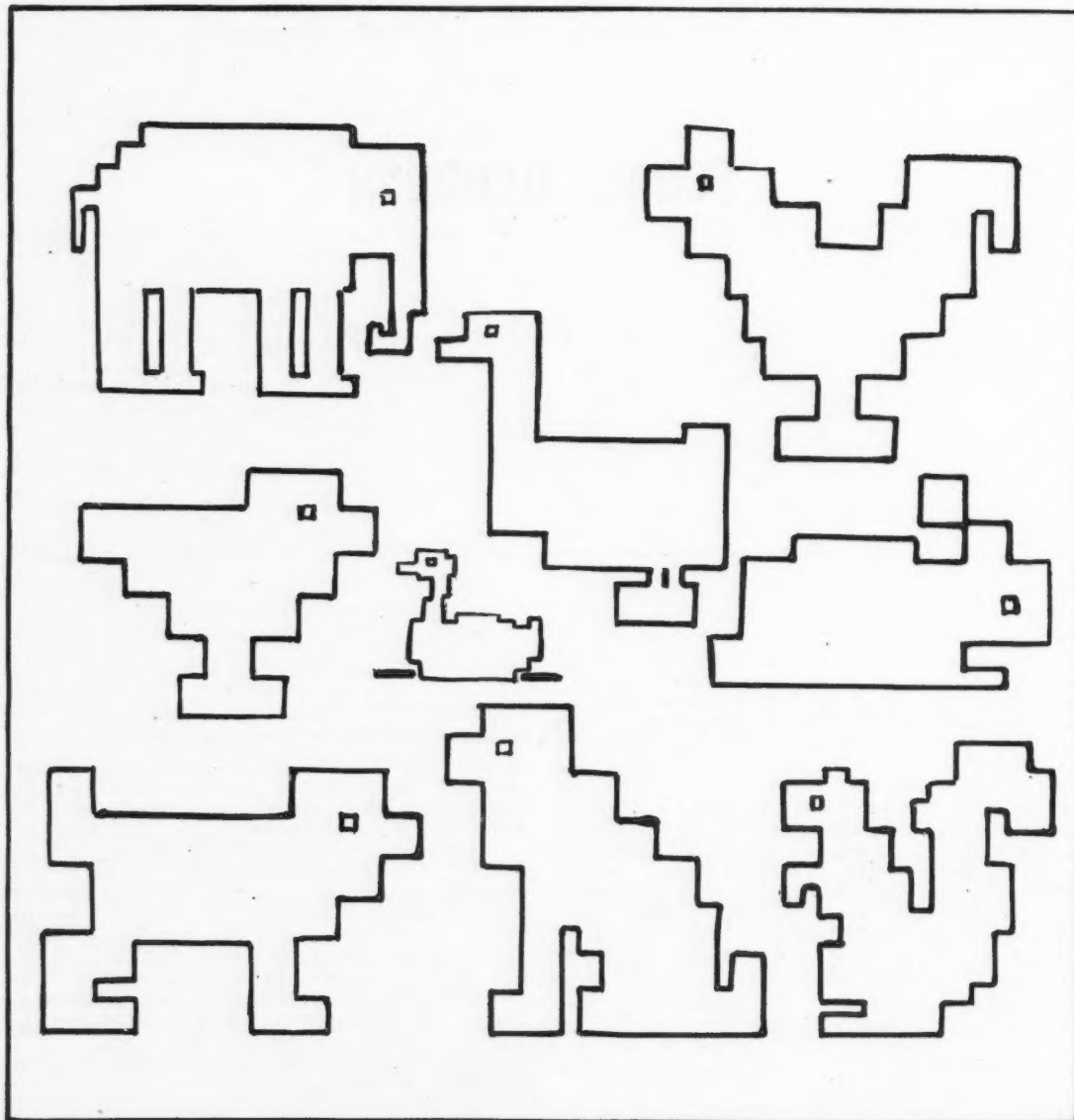
Thru the use of cross-sectional paper as a background, the subject of design may be easily developed in the primary grades.

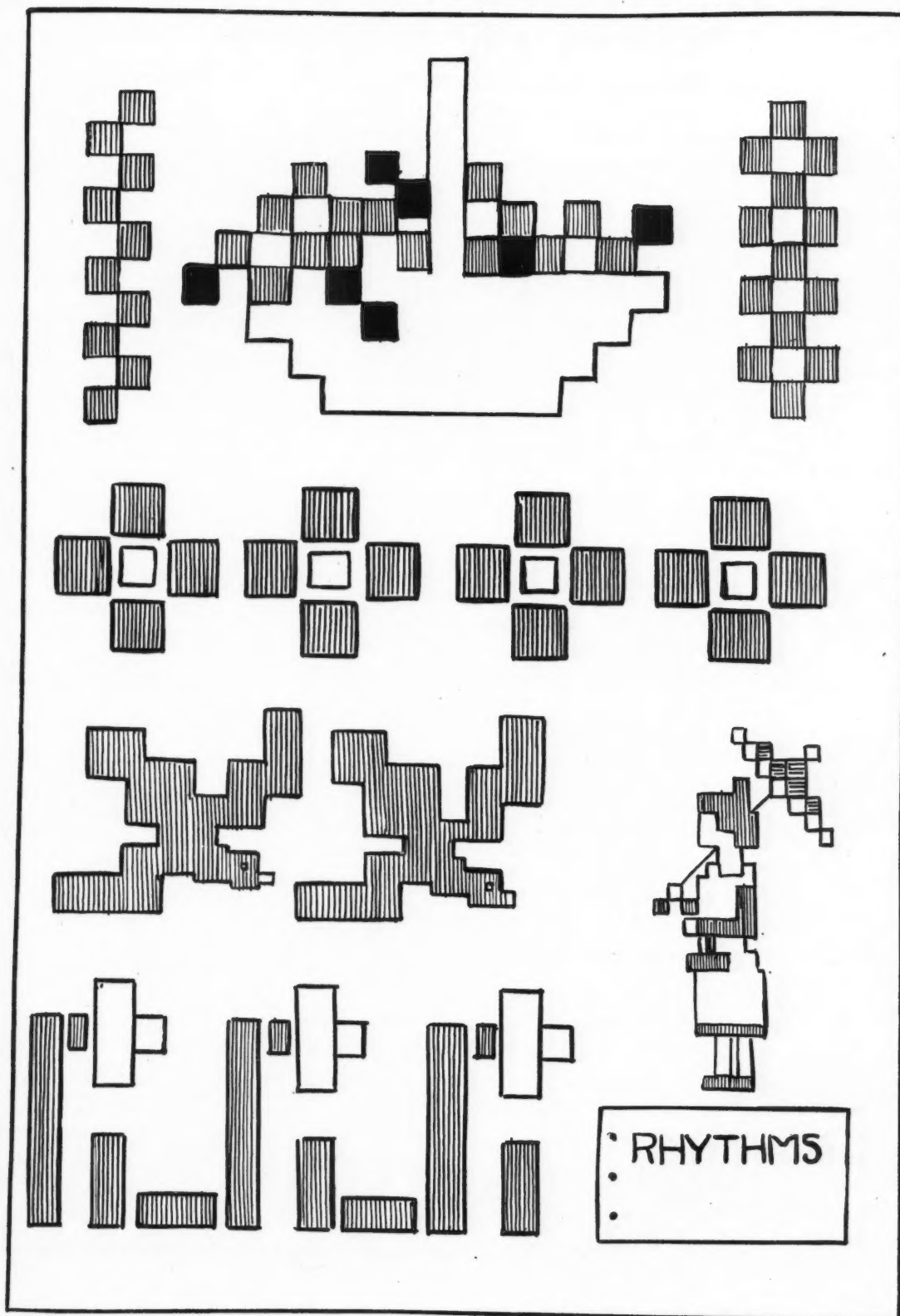
Paste squares of colored paper in position to form simple rhythms, nature units, and animal forms which may be repeated for decorative borders.

Variation of color is suggested by the different values expressed in the basket of flowers.

The animal symbols presented here are helpful in developing the number, sense and line direction.

The cross-sectional manila paper, suitable for art work, comes squared in various sizes and may be obtained at any school supply house.





STORIES WITH SEATWORK IN READING, LANGUAGE, DRAWING AND HANDWORK

By Laura Rountree Smith

Author of "The Pixie in the House," "The Pixie Out-doors."

AN EVERY-DAY STORY

Once upon a time the little Water Sprite who rode with the raindrops laughed as he splashed against the window-pane, singing—

"I cannot find her; the secret's out.
They *hate* to wear rubbers without a doubt."

The Rainbow Fairy peeped out among the clouds that April morning and said, "Whom are you looking for?"

The Water Sprite replied:

"A little girl who does not pout,
But *likes* to wear her rubbers out."

The Rainbow Fairy said, "I cannot help you today; I can only shine, and shine. Will you count my colors?"

She soon faded away.

The Water Sprite became lively again.

He splashed on the window-pane where a little wee girl was peeping out, and she said, "Of course we never like to wear rubbers, but perhaps I can help you find a little girl who does."

To her surprise the Water Sprite invited her to open her window, and he then invited her to come out under his little umbrella, and they sailed away, away.

The Water Sprite sang to all the children they passed—

"Tinkle, tinkle, sprinkle, sprinkle,
Raindrops falling down;
Tinkle, tinkle, sprinkle, sprinkle,
UMBRELLA 's come to town."

As they rode over hill and dale they heard birds calling, "Spring, spring, spring."

Crocus was peeping up and all the wild flowers were growing.

They flew over a school yard where boys and girls were planting trees and they heard them sing—

"Oh, we do think it the pleasantest thing
To plant a young tree in the early spring."

They saw every one planting gardens, and still the Water Sprite could not find the good little girl who liked to wear rubbers.

By and by they came to a familiar-looking little brown house. A tree near the bedroom window was dancing in the breeze.

A little green vine was growing up toward the window and a robin hopped about on the window-sill.

The Water Sprite said:

"Tinkle, tinkle, don't you hear
Some one singing, now, my dear?"

They crept closer to the window, still sailing under the magic umbrella.

They heard a little girl singing—

"I *like* my rubbers broad and high,
They help to keep my new shoes dry."

The Water Sprite sang softly—

"This little girl, we now discover
Soon our journey will be over."

He thought he would like to do something fine for the little girl who *liked* to wear rubbers, so he blew a silver whistle and five and twenty little men came with five and twenty little spades and made a wonderful garden.

The Water Sprite was heard singing, "Tinkle, tinkle."

He was calling the seeds to grow.

As he sang a fairy song, rows of green peas, and lettuce pushed up their heads and tulips were coming.

It looked like a magic garden, growing in an hour.

The robin sang—

"I am so happy I always sing
A welcome, a welcome to Lady Spring."

The umbrella came to the ground with a bump, and the little wee girl rubbed her eyes, for she woke up in her own little brass bed at home.

There stood her bureau with its mirror; there stood her bookcase and rocking-chair.

There were pretty pictures on the walls.

She heard the Water Sprite at the window.

She could not see him, but she heard dash, splash, against the window-pane.

The tree was nodding to her, and the little green vine was growing up toward the window.

She looked out at the garden and clapped her hands with delight, for everything was growing.

She said, "Perhaps it is an Arbor Day joke; I must be the little girl who *likes* to wear rubbers and did not know it."

She put on her rubbers and ran out to see the garden.

The Water Sprite called to her in a silvery voice—

"You *like* to wear your rubbers new,
That's the reason your dream came true."

When you hear the Water Sprite singing in the garden, or dashing, splashing, against your window-pane, he may be trying to sing to you!

SEAT WORK BASED ON THE STORY

First Week

First Day. Copy the story in whole or part, after reading and discussing it.

Second Day. Draw, or cut and paste all kinds of rubbers, rubber boots, overshoes, from models.

Third Day. Draw a window frame, inside write everything the Water Sprite said, color a rainbow.

Fourth Day. Answer in complete sentences:

Do you like to wear rubbers?
Should you wear them? Why?
What birds come in the spring
What flowers open first?

Draw and color a bluebird or robin.

Fifth Day. Write a list of all the birds you can, draw and color one of them, or copy a poem about a bird.

Second Week

First Day. Copy a portion of the story again neatly, draw and color all the spring flowers you can.

Second Day. Copy:

Arbor Day comes in the early spring.
We plant trees on Arbor Day.
We talk about birds and flowers.
We plant new trees in the school yard.
We will protect birds, trees, and flowers.

Third Day. Make a list of all the trees you can, draw some of them. Which ones are evergreen thruout the year?

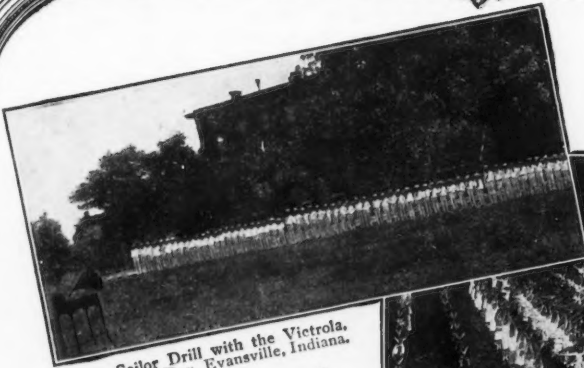
Fourth Day. Make a border of maple or oak leaves.

Fifth Day. Make a list of fruit trees, model the fruit from any one of the trees. What did the apple have to do with the Siege of Troy?

Third Week

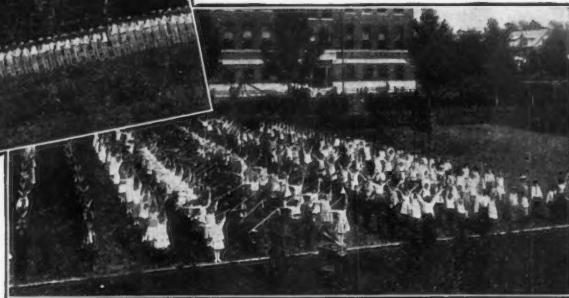
First Day. Draw four squares for a garden. Plant vegetables and flowers (from seed catalog), name them all. Make garden paths.

(Continued on Page 32)



Sailor Drill with the Victrola.
Field Day, Evansville, Indiana.

The Victrola in Open Air Calisthenics,
Benton School, Kansas City, Mo.



The Efficiency of a Nation

requires that its citizens must be physically fit.

In the Golden Age of Greece, the city of Athens was supplied with ample playgrounds and gymnasia for the training of its youth.

The schools are the laboratories for future citizenship. Every American boy and girl is entitled to a correct and carefully supervised bodily development as a part of his school course.

The Victrola and Victor Records

furnish music which makes Physical Education more attractive, and which makes pupils more responsive in rhythmic feeling.

Have you tried these selections in your school?



Victrola XXV, \$75
specially manufactured
for School use

When the Victrola is not in use, the horn can be placed under the instrument safe and secure from danger, and the cabinet can be locked to protect it from dust and promiscuous use by irresponsible people.

- Marches and Rhythms**
- 18209 { Boy Scouts of America—March (Sousa) Victor Military Band 10 in. 75c
 - Blue-White March Victor Military Band
 - 18253 { Motives for Skipping (Kindergarten) Victor Band 10 in. 75c
 - High Stepping Horses and Reindeer Running Victor Band
 - 35228 { Eros—Scherzo Valse (Martin) (Butterfly) Victor Orchestra 12 in. \$1.25
 - Golden Trumpets—Schottische (Rollinson) Sousa's Band
 - 35608 { Jolly General March (Neil Moret) Conway's Band 12 in. \$1.25
 - Patriotic Medley March No. 1 Victor Military Band
 - 35532 { Cupid and the Butterfly—Intermezzo (Claude d'Albert) Victor Military Band 12 in. \$1.25
 - Dorothy Three-Step—Mazurka (J. B. Lampe) Victor Military Band
 - 17712 { Sambre (Le) et Meuse (French National) Victor Military Band 10 in. 75c
 - Le Père de la Victoire (Father of Victory March) (Louis Ganne) Victor Military Band

- Folk Dances by Victor Band**
- 18331 { Arkansas Traveler—American Country Dance (Burchenal) 10 in. 75c
 - Soldiers' Joy—American Country Dance
 - 18004 { Black Nag (2) Grimstock (From "Country Dance Tunes," Sets III and IV) (Cecil J. Sharp) 10 in. 75c
 - Newcastle (2) Sweet Kate (From "Country Dance Tunes," Sets III and VI) (Cecil J. Sharp)
 - Country Dance—Pop Goes the Weasel (From "Folk Dance Music") (Burchenal and Crampton)
 - 17160 { Norwegian Mountain March (From "Folk Dance Music") (Burchenal and Crampton) 10 in. 75c
 - Dance of Greeting—Danish Folk Dance (From "Folk Dance Music") (Burchenal and Crampton)
 - 17158 { I See You—Swedish Singing Game (From "Folk Dance Book") 10 in. 75c
 - 18010 { Gathering Peascods (From "Country Dance Tunes," Set III) (Cecil J. Sharp) 10 in. 75c
 - Sellenger's Round (From "Country Dance Tunes," Set III) (Cecil J. Sharp)
 - 18356 { Lady of the Lake—American Country Dance (Burchenal) 10 in. 75c
 - Old Zip Coon—Amer. Country Dance (Burchenal)

Ask any Victor dealer to play the above selections for you.
For further information, write to the

Educational Department

Victor Talking Machine Co.
Camden, N. J.

Victor



To insure Victor quality, always look for the famous trademark, "His Master's Voice." It is on all genuine products of the Victor Talking Machine Company.

PICTURE STUDY FOR ART AND LANGUAGE

By the Editor

CAN'T YOU TALK?—G. A. HOLMES

Few artists have done more widely popular paintings showing happy play relations between children and domestic animals than G. A. Holmes, the artist-author of the picture entitled, "Can't You Talk?" In this picture, and in other works of Mr. Holmes, we see human life in relation to animal life in the beauty of simplicity and innocence. The child, as in this picture, seems in such perfect harmony with the animals of the picture as to be but a little animal itself. There seems to be as much significance and meaning in the look of the dog or of the cat as of that of the child. The artist has given a rare touch of beauty and feeling to his picture by giving to the dog an expression of kindness and sympathy and intelligence that is next to human. Such pictures impress one strongly with unspoken sentiment and work as deeply upon the molding of our qualities of character as the language of any beautiful poem.

The artist has selected a childhood home where conditions are very primitive and simple, which help to bring about the oneness of life relations, in the picture. The child in its freedom has found the back door open and has crawled out upon the flagstone pavement around the doorway. There it has found the kind, old house dog, and is looking up into his face in childish delight and wondering why the dog cannot talk, too. The house cat with which the baby was probably playing indoors has followed to the doorway, and is looking out upon the scene cautiously as if she is not certain she would be welcomed in the group. What a delight these household pets must be to the little child! What influence its play relations to the animals must be in shaping its character as to qualities of kindness toward and love of animals—a quality of character that seems almost entirely lacking in some people. Every one has seen some examples among people, of cruelty and harshness toward domestic animals, treating them as if they had no feelings and no right to any care or consideration. As one studies this picture of Mr. Holmes' he cannot fail to have kindly feelings for the animals of the picture, and for the time, at least, to wish to stroke the soft fur on the back of pussy or to pat the old dog's head.

As we study the picture we note some details which the artist has included that add to the homelikeness of the view. Beyond the rough, rude opened door we see within the kitchen utensils on the shelves. Just outside on a heavy, rough bench we find near an upturned basket something which looks like a cauliflower or some such vegetable. We note also how the picture is brightened with a contrast of shadow and sunlight. The sun seems to be shining upon the child and the dog, and we see the shadow line running out from the corner of the doorway just clear of the baby's foot. This picture will certainly delight every child who studies it, and it is hoped that it will be full of meaning for every one of them.

QUESTIONS FOR STUDY

Name the living objects in the picture.

Which of the three objects appears the most interesting to you? Which next?

What would you guess to be the age of the baby in the picture?

Do you think it a pretty child?

What is it saying to the dog?

Can you think of any better title for the picture than the one given it by the artist?

What can you say of the expression on the dog's face?

What is he looking at so kindly and intently?

Is the dog's face marked in any way with different colors?

Do you think this dog would harm the child in any way?

If the dog could speak to the child what do you think he would say?

Why does the cat appear to be shy?

Do you think the dog would harm the cat if it came close to him and the child?

What can you say about this little child's animal playmates?

What other objects do you see in the picture besides the child, the dog and the cat?

What covers the ground about the back door?

Are the child and the dog in the shadow or in the sunlight?

Do you think this child when it grows up will be kind to animals?

As you look at this picture how does it make you feel?

With what thoughts does the picture speak to you?

THE ARTIST

G. A. Holmes was an English artist of the past generation whose birthplace and the years of his life are not published in any information the editor has available. It is probable that he does not rank with the first artists of Great Britain and because of his obscurity an account of his life has not been published. His pictures are his best biography. They speak of the thought and sentiments of the artist and they have made a deep impression upon the popular mind. They are widely known and appreciated in both England and America.

FIGHTING FOOD SHORTAGE BY ARITHMETIC

(Continued from Page 17)

"In 1916, 7,903 boys and girls belonged to canning clubs, which canned 201,300 quarts of food.

"a. How many quarts was the average for each member?

"b. The total cost was \$28,126.61. How much per quart? Compare this with the cost to you of canned corn, peas, tomatoes, and other vegetables and fruits."

Stirring posters on conservation, printed by the enthusiastic young artists of the drawing classes, adorn the walls of the schools of Evanston, illustrating the influence of "Food Problems" upon that department. Essays have been written on "What We Say About Food Conservation in Our Homes," "Democracy," and the "Plan and Purpose of Food Conservation." Eager little verses have been contributed, like this one by Jack B. Carson:

"Conserve! conserve! is the nation's cry,

Save and serve, and carefully buy

Your butter and lard and meat and wheat

To make the Kaiser taste defeat."

But the most important influence of "Food Problems" is that exercised in the home. How can any mother ignore the food conservation campaign when her child, day after day, brings home for solution, such problems as this:

"What does your mother pay for milk? Is any wasted?

Do you leave any in your glass? Is milk thrown away

when it sours? About how much milk do you think

your home wastes a day? Suppose every home wasted

just a tiny bit of milk every day, how much do you

think would be wasted in the whole country?" And

then, after the problem has been solved, "What are the

ways in which we may save milk? Ask your mother

(or cook) how she uses sour milk. Let's make a list of

all its uses." As one parent writes: "These problems

carry food conservation work right into the home. Our

consciences prick us as we work these sums with John."

What "Food Problems" has done for Evanston it

can do equally well for other places. Thru the systematic

co-operation of the authors, for Superintendent

Farmer has been ably assisted by Miss Janet R. Hunt-

ington, with the publishers, this valuable book will

shortly be ready for general use, at a price which will

insure a wide distribution. Notwithstanding the small

cost, the book is both attractive in appearance and firm

in physical structure. List price, 27 cents, or 20 cents

net to schools, carriage extra. The book may be pro-

cured from Ginn & Company, Chicago or Boston.



CAN'T YOU TALK?

—From the Painting of G. A. Holmes.

The Catholic School Journal

MUSIC IN THE GRADED SCHOOLS

IRIS HIBBARD COOK

RELATION OF SCALES

Major scales have been taught with the reasons for sharps and flats following the model scale **C** with half steps between three and four and seven and eight. From this construction we then built the chords on the different degrees of the scale and found that chords on one, four, and five in major keys were major, two, three, and six were minor, and seven was diminished.

From major scales we taught the harmonic minor by ear by singing **mi** and **la** each a half step low. These two scales were called tonic, major and minor because they had the same keynote, for example: (Cut 1)

Both scales have the keynote **d** the space below the staff, both begin and end on **do** and both proceed in the same order, but as soon as we study the construction

Since we call them relative major and minor they must have some feature in common. Can you discover it?

"Have they the same name?"

"No, that is not it."

"Do they begin on the same keynote?"

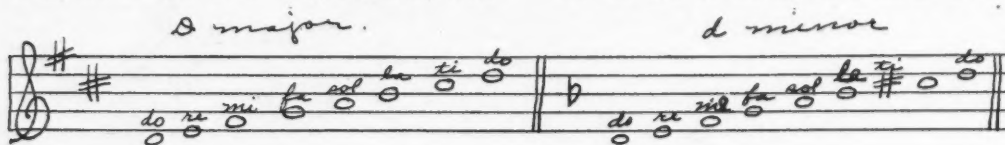
"No, we must look again."

"Have they the same signature?"

"Now we have it. The sign they fly in front of the door is the same. In this case there are no sharps or flats in the signature."

"Let us see if you can tell me what we have said. If we have a major scale, how shall we find its relative minor?"

"We will look for the signature, the scale which has



Cut 1

we find a difference which creates the major or minor feeling of a scale. The half steps in the minor scale come between two and three, five and six, and seven and eight, with a step and a half between six and seven. If we write the chords in the minor scale we find one and four minor, five and six major, two and seven diminished, and three augmented.

Every major scale has a tonic minor, which may be found in this way; but also every major scale has a relative minor, and we consider the question of signa-

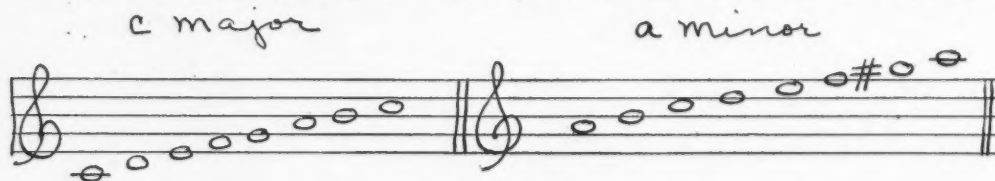
the same number of sharps and flats in the signature is the relative minor."

Look carefully at the scale on the blackboard; what is meant by the **G** sharp?

"It is an accidental on the seventh tone of the harmonic minor scale."

Now we will sing a little song: (The Return of Spring)

How can I tell that it is not minor? Will the signature tell us the keynote? Look for an accidental on the seventh note. All of these points must be considered



Cut 2

tures of minor scales which has been ignored heretofore.

"Where do you go on Thanksgiving Day?"

"To Grandmother's."

"I wonder who will be at Grandmother's that day."

"All of our aunts and uncles and cousins and—"

"If you called all of these people by one name, what would you say, who are all of those people you mentioned?"

"They are our relatives; some people say kinfolks."

"Can you tell me what the word relative means?"

"Yes, you have told me almost correctly; it means bound together by ties of blood or marriage, doesn't it?"

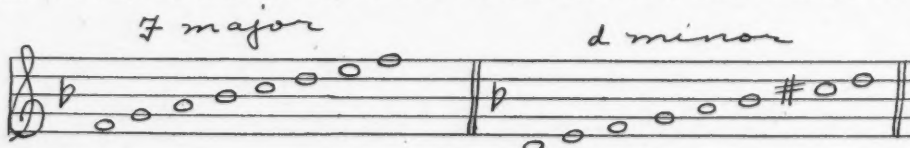
Scales have relatives, too; sometimes they are close

before we can be quite sure; but the major quality tells us as soon as we sing the song, for our ears recognize the definite, finished feeling. If it were minor we would listen for an unfinished wailing sound.

As you look at the two scales on the blackboard, do you see any relation between the keynotes? I will write another major scale and its relative minor: (Cut 3)

Do the keynotes appear to be related in any way?

The keynote of the major scale is on a space and the keynote of the minor scale is found on the space below. In our other example the keynote of **C** major was on a line and the keynote of **A** minor was on the next line below. I think we may safely say that if we find the keynote of a major scale on a line, the keynote of its relative minor will be found on the next line below, and



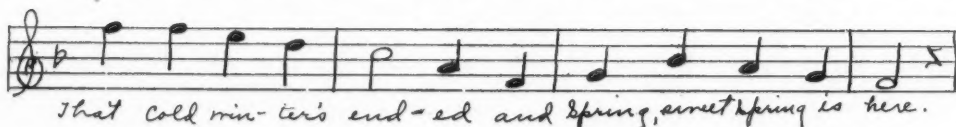
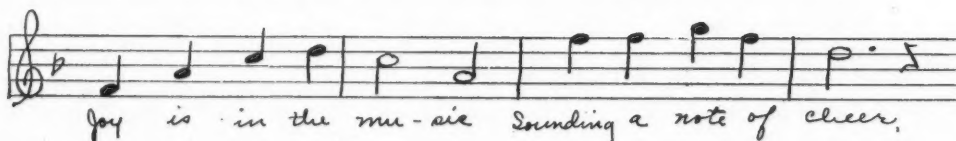
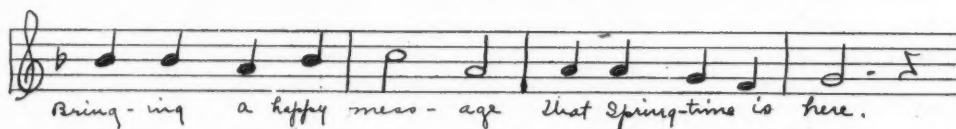
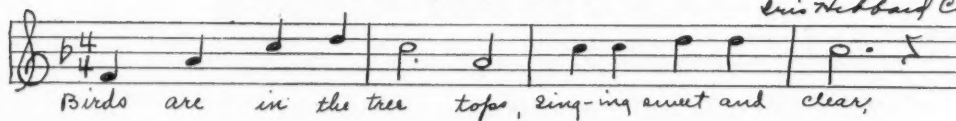
Cut 3

blood relations and have the same name, and sometimes they are not quite so close and are called by another name. But all major scales are related to some minor scale just as each of you have an Aunt Mary or an Uncle John. What is the tie of this relationship? Let us see if we can discover it. I shall write for you the scale of **C** major and its relative minor: (Cut 2)

the same is true when the keynotes are found on spaces. Counting the number of half steps from **F** to **d**, the keynotes of the examples on the blackboard, we find that there are three half steps or a minor third. Do not teach the name of this interval to the children, but call it a skip, as all intervals have been called, bringing out the minor feeling by ear.

The Return of Spring

Miss Hibbard Cook.



The teacher should be familiar with all of the common intervals found in simple songs with their inversions, major third, minor sixth, minor third, major sixth, perfect fourth, perfect fifth, and the octave, but these need not be taught to the child except by ear, as do up to sol, high do down to sol, do up to fa, high do down to fa, low do to high do, and vice versa.

I believe you will agree that the children are now familiar enough with minor songs, minor scales and minor effects that the teacher may venture to teach the really difficult and so far avoided subject of minor signatures. It has been avoided not merely because it is difficult, but because it would only tend to confuse the mind if introduced before the class has the signature of the major scales well in mind and also because they are not at all necessary until we have reached quite an advanced stage in reading music at sight.

Each child with his miniature keyboard on the desk in front of him should recite the scale of **C major** up and down, playing it on the keyboard. Changing it to minor, the child recites and plays, beginning on **C** as before but calling **e**, **e flat**, and playing it on a black key, calling **a**, **a flat**, and also playing it on a black key.

"What scale did you play?"

"The scale of **C minor**."

"How many notes did you play on black keys?"

"Two, **e flat** and **a flat**."

"Do you think these flats will be found in the signature?"

"Yes; do you remember a statement we learned quite a while ago about the order of sharps and flats in the signature? It was about like this: **b flat** is the first flat to appear in **any** key and is written in the signature on the third line."

"Do you think that we must still hold to this rule? Yes, I think so, too; but what shall we do? The first flat played was **e flat** and the second **a**; we did not play a **b flat**, and we must have **b flat** in our signature to start us correctly."

"What about the seventh note of the harmonic minor scale? Oh, yes; it is always written with an accidental sign, which does not appear in the signature. Look at the scale. What is the seventh note?"

"**B natural**."

"If it is **b natural** after it has been raised a half step, what was it in the signature?"

"**B flat**."

"Then we have our **b flat** and we can write the signa-

ture for our scale of **C minor**, three flats, **b flat**, **e flat** and **a flat**. Carry out the same method in regard to sharp minor scales and then teach the following principles:

"To find the signature of a minor scale when the seventh note is written in the scale with an accidental sharp sign, take it out and the remaining sharps or flats will be the signature."

"To find the signature of a minor scale when the seventh note is written in the scale with an accidental natural sign, add one more flat to the signature. Notice that this flat added to the signature will be written on the same line or space on which the accidental appears in the scale."

No harmonic minor scale is written with an accidental flat sign on the seventh note, so the two cases described above cover the entire question.

The teacher may now present the minor scales in their regular order with their relation to the major. Major scales began on **c**, the scale with no sharps and no flats in the signature, the sharp scales proceeding by fifths, **C-G-D-A-E-B-F sharp-C sharp**. The sharps also appeared in fifths, **f-c-g-d-a-e-b**, the new sharp being found on the seventh note of the scale. The flat scales began on **c** with no sharps or flats and proceeded by fourths, **C-F-B flat-E flat-A flat-D flat-G flat and C flat**. The flats appeared in fourths, **b-e-a-d-g-c-f**, and the new flat was always found on the fourth note of the scale.

Minor scales appear in the same way exactly, sharps by fifths and flats by fourths, the only difference being that they begin on **a** instead of **c**, and the new sharp falls each time on the second note. In the flat minor scales the same change occurs, the new flat coming on the sixth note.

Tell the class a story to illustrate these differences, with a foundation something like those old-fashioned problems in the arithmetics.

"If one man starts at **M**— and walks so many miles in so many hours, and another man starts from **N**—, ten miles further east from **M**—, walking a certain number of miles in a certain number of hours, how far apart will they be at the given time?"

The class will readily observe the relation of the scales and the men. The sharp major scales start at **c** and walk seven times five miles, a station being found every five miles, seven stations in all, and at each station a new flag is flown to which another sharp has been added. The minor scales start at **a**, a little further east,

(Continued on Page 31)

The Catholic School Journal

AMERICA'S ARBOR DAY

AN ARBOR DAY MESSAGE

The following message was written by A. S. Draper ten years ago, then State Commissioner of Education in New York State. It is as applicable now as then, and the message is good for all public school teachers in the United States. Read it to your school.

To the Schools:

The delightful spring time has come again. It is the time when the trees and the flowers and the streams and the birds and the people spring into new and joyous life. It is the time when the boys and girls who live in the country and close to nature ought to be particularly thankful for it, and when the boys and girls who are in the city schools ought to do what they can to overcome the disadvantage of being so much separated from the country in the spring time.

Arbor Day provides the occasion for speaking about the matter and for **DOING** some things about it in all the schools. It is easy enough both in the cities and the country for the teacher to tell the children what Arbor Day signifies and to hear what the children think about it. School exercises, with readings and recitations, do much to give meaning to the day. It is harder to **DO** things than to talk about them. Yet it is not difficult to clear up school grounds and plant new trees if there are grounds which may be made more attractive. If not, the school must make a journey to the parks or be content with getting some shrubs and plants for little gardens in the windows of the schoolroom. If the children will get waked up about the matter they will find that their interest in trees and flowers and animals will grow larger and larger as they grow larger and larger themselves. They will think of things that never occurred to them before. That will make them better and more successful men and women. In every school in the State let the day be used to create a new love of nature in the teacher and the children, and let something be done which for a long time will express that new interest in the subject.

With all good wishes to all the teachers and all the pupils in the schools,

PROGRAM

WILLIS N. BUGBEE

An Arbor Day exercise for any number of boys and girls.

The girls may be dressed in white and carry flags.

The boys are dressed as planters from various parts of the country. All carry spades.

SCENE (Enter Girls)

All—

We'll sing you a song of the Arbor Day,
In this great land of the Free,
Where everyone should make this vow:
"Today I'll plant a tree."

We'll sing a song of historic trees—
Of the great trees of the past,
When America's life had just begun
And her forest lands were vast.

First Girl—

I'll sing a song of the silvery birch—
A song of the swift canoe,
For Hiawatha loved this tree
That in the wildwood grew.

Second Girl—

I'll sing a song of the Charter Oak,
In whose trunk was once concealed
The charter of Connecticut
Which the old king had repealed.

Third Girl—

I'll sing a song of the Redwood trees—
The giants of the West,
In whose hollowed trunks, as you may know,
Might several horsemen rest.

Fourth Girl—

I'll sing a song of the chestnut tree—
A tree of the field and wood.
'Twas "under the spreading chestnut tree
The village smithy stood."

Fifth Girl—

I'll sing a song of the famous elm,

Beneath whose welcome shade
Good William Penn and the Indians brave
Their famous treaty made.

Other Girls—

We'll sing of all the noted elms
Made famous in history—
Of "Washington's elm" and "Burgoyne's elm"
And the "elm of Liberty."

All (pointing to L.)—

Now here are the planters of the trees—
A jolly crowd are they,
For they have caught the spirit true—
The spirit of Arbor Day.

(Enter boys with spades over shoulders.)

Girls—

Ho, merry planters! Hither come,
And tell us all, we pray,
What useful trees you plant for us,
What trees you plant today.

Boys—

Yes, we are the planters of the trees,
And a pleasant task is ours,
For who does not love the foliage green
And the fragrance of their flowers.

First Boy—

I plant a pine in the Northland bleak
Where wintry breezes blow,
For the pine will laugh at the raging storms
And the drifting heaps of snow.

Second Boy—

I come from the mild Pacific coast,
Where I plant the orange tree,
Whose flowers will waft a sweet perfume,
Whose fruit is fair to see.

Third Boy—

I hail from the mountains steep and wild,
For a mountaineer am I;
I plant an ash that will grow and thrive
On the mountainside so high.

Fourth Boy—

I plant the fair palmetto tree
Where the soft gulf breezes blow,

Where the cypress and the jessamine vine
And the cane and cotton grow.

Fifth and Sixth Boys—

We plant the maple and sturdy oak
Along the Eastern slope,
That in future years may furnish shade
For age and youth, we hope.

Seventh Boy—

I come from the great Northwestern land
Where the Chinook breezes blow,
And there I plant the Douglas fir,
That tall and straight doth grow.

Eighth Boy—

I plant the willow with drooping boughs,
By the sluggish river side,
For that is the tree that flourishes best
Where the lowland stretches wide.

Ninth Boy—

I plant in the field a hickory tree,
So sturdy and strong and brave,

And there may it grow an hundred years
Tho the winds may howl and rave.

Other Boys—

We plant for you the apple tree,
The cherry and the plum,
And the fruits that are so welcome when
The days of Autumn come.

Girls—

Then hail to the planters of the trees!
A worthy folk are they,
Who bring us the spirit of Arbor time—
The spirit of Arbor Day.

Girls (waving flags)—

And over the trees that they shall plant,
And over our forests grand,
May the stars and stripes forever float—
The flag of Freedom's land.

(Any good planting or patriotic song may be sung.)

(Curtain.)

(Book rights reserved by the author.)

THE AWAKENING OF SPRING

AN ARBOR DAY EXERCISE

Annette Howard

Characters

Spring—A fair-haired girl in light green with filmy white draperies.

Bluebird—Boy in blue.

Robin—Boy in black with red vest.

Mocking-bird—Boy in grey and white.

Violet—Girl in blue.

Wild Honeysuckle—Girl in pink and white.

Crab Apple Blossom—Girl in pink.

Yellow Jasmine—Girl in yellow.

Pussy Willow—Girl in yellow and white.

Alder—Girl in brown with yellow fringe.

Dogwood—Boy in white and green.

Grass—Tiny girl in light green.

Or all may be girls if the teacher thinks the spectacular effect will be better.

SCENE

(Flowers and small trees may adorn the stage. Under a small tree with trailing vines on its boughs Spring lies sleeping.)

(Enter Bluebird. Advances and looks at Spring.)

Bluebird—Spring lies here asleep. I'll sing my sweetest song and see if I cannot awaken her. (Whistles a merry tune.) (Enter Robin.)

Bluebird—

"Oh, Robin, Robin Red-breast,
Robin, Robin dear."

Just look! Just look! Guess who this is asleep!

Robin (tiptoeing near)—Oh, oh, 'tis beautiful Spring. Let us whistle together and make her wake up. (They whistle.) (Enter Mocking-bird.)

Bluebird—Oh, friend Mocking-bird, I am so glad you have come! Sing your loudest notes of joy, and let's awaken dear charming Spring, who lies sleeping on that mossy bank.

Mocking-bird—All right, we'll whistle a merry chorus I learned from the thrushes and wrens as I came along. (All whistle a merry tune together.) (Enter Violet and Crab Apple Blossom and take their places near Spring on the opposite side from the birds.)

Violet—I sat on a mossy bank with my eyes shut fast as could be when a merry brooklet near and a joyous bird out of sight made so much noise with their blabbling and singing that I awoke. Then a Zephyr came floating by and whispered for me to come with him. I followed and he led me to this place. Crab Apple Blossom, do you know why we are here?

Crab Apple Blossom—Look there, sweet Violet, who is it asleep? Why it is our own beauteous queen!

Violet—And we have come to wake her. Let's all

sing. (Birds and flowers join in singing to the old tune, Morn Amid the Mountains.)

"Lying in the forest,
Hanging vines above,
Is our dear queen sleeping;
Waken to our love!
Waken, waken, waken to our love;
Waken, waken, waken to our love."

(Enter Wild Honeysuckle, Yellow Jasmine, Pussy Willow, Alder, Dogwood and Grass.)

Wild Honeysuckle—I declare, what a bouquet of spring beauties! It is time for Spring to awake, I'm sure. I heard the bumble bee and the bluebottle fly talking in the glade where I slept and they said she would awake today.

Yellow Jasmine—I was swinging on one of our home vines in my little green wrapper that human people call a calyx. I begged my mamma to let me put on my yellow dress, but she said I must wait until Spring came. A bluejay flew by and I cried out, "When is Spring coming, oh! Bluejay?" and he answered, "Today, today." So I dressed quickly and here I am.

Dogwood—Yellow Jasmine and her folks live down in our glade. I always race with her to see who will be the first to awaken Spring, but she usually gets ahead of me. You ought to see our native dells when Yellow Jasmines, Wild Honeysuckles and Dogwoods are in their fresh Spring clothes.

Violet—Don't forget us, Dogwood. Are we not your neighbors, too?

Dogwood—No, sweet Violet, I don't forget you, for I love you too well. You and your sweet-breathed sisters make our dell very beautiful and fragrant.

Grass—I am very little, I know, and creep along the ground underneath your feet, but I do my part to make the world beautiful and attractive.

All—Indeed, you do! What a desert this world would be without your verdant freshness!

Pussy Willow—Oh, somebody, please speak to me. I am just ready to talk, or laugh, or do anything to help on this joyous day.

Grass—

"Oh, you, you Pussy Willow,
Pretty little thing,
Coming in the sunshine
Of the early spring.
Tell me, tell me, Pussy,
For I want to know,
Where it is you come from,
How it is you grow?"

I read a rhyme something like that in a little primer some of the human children left lying out of doors. I'm afraid I do not quote it right, for I see so many things in the books the children leave lying round I get them confused. I have a faculty for composition, however, and what I don't remember I supply from my own brain. You are very bonny, Pussy Willow, and I, for one, am always glad to see you.

Pussy Willow—Hush now, Mr. Flatterer, I do not fish for compliments. I brought Alder with me. Won't somebody greet her?

Violet—Good morning, dear Alder, I am glad to see you have shaken out your powdery curls and have come to see Spring awake.

Alder—We are all here. I think it is twelve o'clock and time for Spring's long nap to end. Let's finish the song I heard you singing as we arrived. (All sing to the same tune as before.)

Love, 'tis time to awaken,

Ope your glorious eyes;
We are waiting near you
Under sunny skies.
Waken, waken, waken to our love;
Waken, waken, waken to our love.

Spring (opening her eyes)—Oh, what a pretty world! I am tired of darkness and gloom, I hear such sweet sounds. (Bluebird and Violet assist her to rise and lead her forward. She stands in the center of the group—birds on one side, flowers on the other—and smiles sweetly to all, then speaks.)

Spring—Dear subjects, all, it gives me pleasure to see you here. Truly, I should be a happy queen. We'll make this world a place of beauty and melody. Let's gladden the lives of all the little human children who love us, as they love everything that is pure and good. (As they stand in graceful attitudes, let a rosy light be cast upon the scene.)

(Curtain.)

PIECES FOR ARBOR AND BIRD DAY

TREE-PLANTING

(Song. Tune: America)
Joy for the sturdy trees;
Fanned by each fragrant breeze
Lovely they stand.
The song-birds o'er them trill;
They shade each tinkling rill;
They crown each swelling hill
Lowly or grand.

Plant them by stream and way,
Plant them where children play,
And toilers rest;
In every verdant vale,
On every sunny swale;—
Whether to grow or fail,
God knoweth best.

Select the strong, the fair;
Plant them with earnest care,—
No toil is vain;
Plant in a fitter place,
Where, like a lovely face
Set in some sweeter grace,
Change may prove gain.

God will his blessing send;
All things on him depend,—
His loving care
Clings to each leaf and flower,
Like ivy to its tower,—
His presence and His power
Are everywhere.

—Samuel Francis Smith.

TREE-PLANTING EXERCISE

1. Song: America.
2. Recite in unison:

We meet today to do our share toward making our country more beautiful and fertile. A treeless yard or street is unsightly and desolate. Believing that the wholesale destruction of trees is an injury to our land, and wishing to make the place where we live more beautiful, we now plant this tree.

3. While the tree is held in place let the pupils in turn throw in a shovelful of earth, each reciting an appropriate quotation.

4. The tree having been named earlier by the school the pupils now repeat in concert:

We dedicate this tree to the memory of
O happy tree which we plant today
What great good fortune waits you!
For you will grow in sun and snow
Till age and death o'ertake you.

In your cool shade will tired feet
Pause, weary, when 'tis summer
And rest like this will be most sweet
To every tired comer.

So do thy work, oh, graceful tree!
Thou hast a share in giving
If thou shalt bless mankind like this
Thy life will be worth living.

TREE FEELINGS

I wonder if they like it—being trees?

I suppose they do. . . .

It must feel good to have the ground so flat,
And feel yourself stand right straight up like that—
So stiff in the middle—and then branch at ease,
Big boughs that arch, small ones that bend and blow,
And all those fringy leaves that flutter so.
You'd think they'd break off at the lower end
When the wind fills them, and their great heads bend.
But then you think of all the roots they drop,
As much at bottom as there is at top,—
A double tree, widespread in earth and air
Like a reflection in the water there.

I guess they like to stand still in the sun
And just breathe out and in, and feel the cool sap run;
And like to feel the rain run thru their hair
And slide down to the roots and settle there.
But I think they like wind best. From the light touch
That lets the leaves whisper and kiss so much,
To the great swinging, tossing, flying wide,
And all the time so stiff and strong inside!
And the big winds, that pull, and make them feel
How long their roots are, and the earth how leal!

And O the blossoms! And the wild seeds lost!
And jeweled martyrdom of fiery frost!
And fruit trees. I'd forgotten. No cold gem,
But to the apples—and bow down with them.

—Charlotte Perkins Stetson.

SOME THINGS I'D LIKE TO KNOW

Here are some things I'd like to know
That books don't tell and maps don't show,
And I have asked our teacher too.
But she can't answer them. Can you?

Is the SPRUCE-tree always neat and trim?
Does the DOGwood ever bark?
Will the PEACH-tree ever tell on him
Who keeps his misdeeds dark?

Does the LOCUST chirp, or does it hum?
Does the WILLOW pay its debts?

Does the PALM possess a wrist or thumb?
Do PEAR-trees come in sets?

Do BEECHES grow down by the sea?
Is the CHESTNUT a worn-out joke?
Must the PLANEtrees' limbs quite level be?
Are charts from the "CHARTER Oak?"

Do HOGfish eat from the trough of the sea?
Who makes up the river's BED?
Do SEA-DOGS sail over bays in barks?
Are MAROONERS always red?

Are thirty-six inches a LUMBER-YARD?
Can a mile "tie" a sailor's KNOT?
Do they measure fish by POLE or PERCH?
Are WEB-feet the spider's lot?

Is ice ever weighed on a SLIDING scale?
Are canes swung by WALKING-BEAMS?
Does a postman wear a coat of MAIL?
Are slippers used by SPANKING TEAMS?

And, last of all, this bothers me:
What kind of blossom, nut or fruit
(Or kind of "Nursery Blocks," maybe)
Would grow from planting a SQUARE ROOT?
—George B. King in St. Nicholas.

THE BOYS THAT RUN THE FURROW

You can write it down as gospel,
With the flags of peace unfurled,
The boys that run the furrow
Are the boys that rule the world!

It is written on the hilltops,
In the fields where blossoms blend;
Prosperity is ending
Where furrow has an end!

The waving banners of the fields
O'er the broad land unfurled—
The boys that run the furrow
Are the boys that rule the world!
—Atlanta Constitution.

WHISPERS

Whenever I go up or down
Along the roadway into town,
I hear a busy whispering there
Among the trees high up in air.

It's clear to one who's not a fool
That trees have never been to school;
And if you ask me why I know—
It is because they whisper so!

—Clinton Scollard.

A SONG OF SPRING

April at the loom of Spring,
What is it she weaves?
Golden sunlight, silver shower,
Velvet grass and fragrant flower,
Blossoms pink and buds of green,
Hills with purple vales between,
Garden vines and orchard trees
Full of honey for the bees.
Song in all the shadowed nooks,
Music in the meadow brooks,
April at the loom of Spring,
What is it she weaves?
Poetry in everything,
Lyrics in the leaves!

April at the loom of Spring,
How the shuttles fly!
Silver rain and golden ray
Wonder-fabric of the day
With fantastic figures fair

Wrought upon it everywhere;
Bowers of beauty, boughs of birds,
Brodered fields with petaled words,
Woven color, scent and sound
In the air and on the ground;
April at the loom of Spring,
How the shuttles fly!
Poetry in everything—
Earth and sea and sky.
—Frank Demster Sherman.

LITTLE JOHNNY-JUMP-UP

When little Johnny-jump-up poked his head above the ground,
He winked his saucy yellow eyes and then he looked around,
And saw the sunshine all about and blue sky overhead.
"I'm glad I blossomed out in such a pretty world!" he said.
"I'm glad the grass is all so green, the earth so warm and brown!
I'm glad I have a yellow hat and such a pretty gown!
And I shall stand here all day long and say to everything
That looks into my happy face, 'It's spring, you know!
It's spring.'"
—Julia Grace Gilbert in St. Nicholas.

THE CLASS TREE

(Tune: America)

Grow thou and flourish well
Ever the story tell,
Of this glad day;
Long may thy branches raise
To heaven our grateful praise
Waft them on sunlight rays
To God alway.

Deep in the earth today
Safely thy roots we lay,
Tree of our love;
Grow thou and flourish long;
Ever our grateful song
Shall its glad notes prolong
To God above.

"Let music swell the breeze,
And ring from all the trees,"
On this glad day;
Bless thou each student band
O'er all our happy land;
Teach them Thy love's command
Great God we pray.

—Emma S. Thomas.

MUSIC IN THE GRADED SCHOOLS

(Continued from Page 27)

and walk seven times five miles, at every five mile post a station flying the same flag. How far apart are the scales at the seventh station? Exactly the same distance as at the starting point, and they have kept this distance apart at every station.

Try to bring every bit of teaching well within the experience of the youngest child, and the music lesson ceases to be technical, strange and new, but becomes as much a part of the child's every-day life as the reading lesson which tells the story of the chickens the boy has fed before coming to school, or the doll which may be at that very moment waiting in the corridor for the little mother to finish her lessons and take Dolly for her ride.

In all technical teaching it must be remembered that songs are the real foundation and aim. Always teach the new problems thru songs, singing several songs at each music period and teaching a number of new songs each week.

The actual test of the music lesson is the ability of the children to sing their little songs sweetly and accurately, and the real pleasure both to the pupil and the teacher is found in the relaxation which comes from the singing of these songs.

PIECES FOR SPRING PROGRAMS

APRIL

Good-morning, sweet April,
So winsome and shy,
With a smile on your lip
And a tear in your eye.

There are pretty hepaticas
Hid in your hair
And bonny blue violets
Clustering there.

Once more the Heavenly Power
Makes all things new,
And domes the red-plowed hills
With loving blue.

—Alfred Tennyson.

Rollicking Robin is here again.
What does he care for the April rain?
Care for it? Glad of it. Doesn't he know
That the April rain carries off the snow,
And coaxes out leaves to shadow his nest,
And washes his pretty red Easter vest?

—Lucy Larcom.

THE BOBOLINK AND CHICK-A-DEE

A bobolink and a chick-a-dee
Sang a sweet duet in the apple tree.
"When I'm in good voice," said the chick-a-dee,
"I sing like you to 'high' C, 'high' C;
But I've caught such a cold
That for love or for gold
I can sing only chick-a-dee-dee-dee!"

—St. Nicholas.

THE ROBIN AND THE CHICKEN

A plump little robin flew down from a tree,
To hunt for a worm, which he happened to see;
A frisky young chicken came scampering by,
And gazed at the robin with wondering eye.
Said the chick, "What a queer-looking chicken is that!
Wings are so long and its body so fat!"
While the robin remarked, loud enough to be heard:
"Dear me! an exceedingly strange-looking bird!"
"Can you sing?" robin asked, and the chicken said, "No";
But asked in its turn if the robin could crow.
So the bird sought a tree, and the chicken a wall,
And each thought the other knew nothing at all.

—Grace F. Coolidge in St. Nicholas.

FOUR-LEAFED CLOVER

I know a place where the sun is like gold,
And the cherry blooms burst with snow,
And down underneath is the loveliest nook
Where the four-leaf clovers grow.

One leaf is for hope, and one is for faith,
And one is for love, you know;
And God put another one in for luck,—
If you search, you will find where they grow.

But you must have hope and you must have faith,
You must love and be strong, and so,—
If you work, if you wait, you will find the place
Where the four-leaf clovers grow.

—Ella Higginson.

ONE LITTLE LIFE

Bright little Dandelion,
Downy yellow-face,
Peeping up among the grass
With such gentle grace,
Minding not the April wind,
Blowing rude and cold;
Brave little Dandelion,
With a heart of gold.
Meek little Dandelion!

Changing into curls,
At the magic touch of
Merry boys and girls!
When they pinch thy dainty throat,
Strip thy dress of green,
On thy soft and gentle face
Not a cloud is seen!
Poor little Dandelion
All gone to seed;
Scattered roughly by the winds
Like a common weed!
Thou hast lived thy little life
Smiling every day;
Who could do a better thing,
In a better way?

—Favorite Primary Speaker.

WITH A DIFFERENCE

It was a pretty song of spring
That Tommy Jones had learned to sing
Before the school on closing day—
A song appropriate and gay.
The words of his first line were these:
"The buds are bursting on the trees."
But when that day Tom's name was called,
He faced his audience appalled;
And this, alas! was what he sung,
While terror twisted up his tongue
And stage fright shook his voice and knees:
"The birds are busting on the trees!"

—Caroline Mischka Roberts.

THE ROBIN'S NEST

How do the robins build their nests?
Robin Redbreast told me.
First a wisp of yellow hay
In a pretty round they lay;
Then some threads of flax or floss,
Feathers, too, and bits of moss,
Woven with a sweet, sweet song,
This way, that way, and across:
That's what Robin told me.

Where do robins hide their nests?
Robin Redbreast told me.
Up among the leaves so deep,
Where the sunbeams rarely creep.
Long before the winds are cold,
Long before the leaves are gold,
Bright-eyed stars will peep and see
Baby-robins—one, two, three;
That's what Robin told me.

—George Cooper.

STORIES WITH SEAT WORK IN READING

(Continued from Page 22)

Second Day. Draw, cut and paste or model, all the garden tools you can.

Third Day. Draw the little house with the tree near, and the vine growing toward the window.

Fourth Day and Fifth Day. Cut and paste everything so far, to illustrate the story for a chart.

Fourth Week

First Day. Write a paragraph about 4 and 20 little men making a garden. Tell what they planted and how fast it grew and what the robin sang.

Second Day. Model the little girl's bed, cut a gilt frame for her pictures.

Third Day. Draw everything in the little girl's room.

Fourth and Fifth Days. Make a booklet to take home, draw on the outside cover an umbrella and rubbers, write the title in the center "An Every Day Story." Write and illustrate the story inside, copy all the notes you made about trees, flowers and birds. Copy:

"We like to do some things without knowing it."

(Book Rights Reserved)

Now is the time for bird study--and here is a means to make life-like models of every bird you study

BIRDS FOR SCHOOL AND HOME



An instructive and constructive hand work, broad in scope and valuable in results, providing three distinct occupations---cutting, sewing and coloring. The outlines of the finished birds are correct and the colors properly applied produce a realistic and natural appearance.

BIRDS FOR SCHOOL AND HOME is a portfolio, containing ten plates, each plate bearing four outline patterns--body wings and tail--of a familiar bird. These four parts are to be cut out, sewed together, and colored by the children. With the set is included minute directions for coloring the various parts of each bird. Each plate is different, and when the ten birds are completed, colored, and hung about the schoolroom the result is a source of delight and enthusiasm to teacher and pupils, and a most impressive nature lesson has been learned by means of fascinating hand work.

BIRDS FOR SCHOOL AND HOME---four sets as follows:

FOLIO I—SPRING BIRDS. Containing: Grosbeak, Meadow Lark, Robin, Bluebird, Blackbird, Song Sparrow, Brown Thrasher, Scarlet Tanager, Goldfinch, Barn Swallow.

FOLIO III—SUMMER BIRDS. Containing: Oriole, Ovenbird, Cuckoo, Purple Finch, Cowbird, Redheaded Woodpecker, Yellow Warbler, Bobolink, Yellow-throated Vireo, Cardinal.

FOLIO II—SUMMER BIRDS. Containing: Wood thrush, Phoebe, Catbird, Kingfisher, Hummingbird, Kingbird, Chewink, Chimney Swift, Redstart, Maryland Yellowthroat.

FOLIO IV—WINTER BIRDS. Containing: Blue Jay, Brown Creeper, Downey Woodpecker, English Sparrow, Flicker, Chickadee, Cedar Bird, Whitebreasted Nuthatch, Skriek, Junco.

Price, per set, \$0.35

MILTON BRADLEY COMPANY, Springfield, Mass.

BOSTON NEW YORK
CHICAGO: THOMAS CHARLES CO.

PHILADELPHIA

ATLANTA

SAN FRANCISCO

KANSAS CITY: HOOVER BROS.



SOME FAMOUS SONGS OF OTHER DAYS.

"NEVER TAKE THE HORSESHOE FROM THE DOOR."

Among songs from Edward Harrigan's comic play, *The Mulligan Guards' Surprise*, "Never Take the Horseshoe From the Door," has become permanently popular. The music is by David Brahms. The well known Hungarian singer, Andreas Wengra, evoked enthusiastic applause, when, on the eve of last March 17, he sang this song in response to an encore.

There's a story handed down in Irish history
Far, far, beyant the the days of King
Borhuc.
That the best of luck is always waiting
on you,
If you pick up on the road a horse's
shoe.

CHORUS:

Then gather the family 'round you Sun-
day morning,
Let the bubbles roll upon the floor.
So one and all I give ye timely warning,
Never take the horse-shoe from the
door.

When first I threw my eye upon Corde-
lia,
The many years we're married seem
a few,
'Twas in my father's hut in Tipperary,
I was nailing on the door the horse's
shoe.

The only time I had domestic trouble
'Twas with my little wife that I
adore,
She was bringing in a crowd of her re-
lations,
And I found the horse-shoe laying on
the floor.

I never give away to superstition,—
Her relations kept me in the Devil's
stew
Until I gathered courage and I whaled
them,
It came from finding of the horse-
shoe.

I offer ye a bit of consolation,
Ye husbands that are keeping up a
crew,
Of a lazy set of vagabond relations;
I offer ye this horse's iron shoe.

The Triumph of Our Schools.

Our Catholic schools give what no other schools can give—namely, a knowledge of God and His divinely instituted Church. Religion, as imparted in the Catholic schools, is not some bright pet of science, to be fondled in leisure hours. In our parochial schools the children learn that they must reduce their religion to daily practice; must live by it and through it. Pupils of Catholic schools, therefore, over and above the secular knowledge which they absorb, learn the secret of their destiny in this world, and acquire the knowledge that enables them to face life squarely and live life honestly. This is true education. Education without God may be intellectual development, but it is not a harmonious blending of intellectual and moral growth.

Christian Education.

Education is to the soul what food is to the body. The milk with which the infant is nourished at its mother's breast, feeds not only its head, but permeates, at the same time, its heart and the other organs of the body. In like manner the intellectual and moral growth of our children should go hand in hand, otherwise their education is shallow and fragmentary, and often proves a curse instead of a blessing. Our youth must put in practice every day the commandments of God as well as the rules of grammar and arithmetic.—*Cardinal Gibbons.*

Nun Was War Prisoner.

An Irish nun, Sister Marguerite, of the Sisters of St. Vincent de Paul, who in the world was Miss Emily Mary Corballis, daughter of the late James Henry Corballis, J. - P., of Ratoath Manor, County Meath, has been awarded the French war cross for heroism. She was captured with her ambulance by the Germans at the first battle of Ypres, in October, 1914, and was a prisoner in their hands until June last. She is now with the French Red Cross near Verdun.

Nuns' Monument to Be Erected.

The committee on library of the House at Washington has recommended that the famous bill authorizing the A. O. H. and its Ladies' Auxiliary to erect a monument on Government ground to the nursing Sisters of the Civil war be passed. The bill names the Sisters of Mercy, Sisters of the Holy Cross, Sisters of St. Joseph, Sisters of St. Vincent of Nazareth, Sisters of Charity of St. Vincent de Paul, Sisters of the Mother Seton Order of Charity and the Ursuline Nuns. The bill quotes President Lincoln and President Davis of the Confederacy in praise of the Sisters' war work.

Bar Discrimination Against Catholics.

A bill designed to stop the illegal discrimination against Catholics seeking positions as teachers in the public schools of the state, has been defeated in the New Jersey legislature. A short time ago Catholics throughout the state were aroused by a flagrant violation of the constitution by a town school board which refused to appoint a young woman teacher on the ground that she was a Catholic.

War Measures at St. Teresa, Winona, Minn.

In rank with the progressive schools, the College of St. Teresa, Winona, Minn., reports 100 students registered in the course of First Aid. The department of Home Economics has taken up the course outlined by the National Food Administration, which is supplemented by lectures given by the faculty.

A new Red Cross service banner carries 120 crosses.

Supervisor's Course in Surgical Dressings has just begun.

A service flag of 52 stars for near relatives of students and faculty now in the service and made by the students will be dedicated in May. It will be different from other service flags in that each star will be embroidered with the name of the person for whom it stands.

FOOD STUDY

A new high school textbook and laboratory manual in the study of foods and home management.

By PROF. MABEL T. WELLMAN

Head of the Department of Home Economics in Indiana University; formerly Instructor in Dietetics and Household Chemistry at Lewis Institute, Chicago.

Published in 1917
Copiously Illustrated.
Mailing Price, \$1.00

A splendidly balanced textbook, and the only one which has the privilege of presenting the recipes from Farmer's "Boston Cooking School Cook Book."

The plan aims at the production of well-balanced meals, emphasizing the three real objects of the study—time-saving, labor-saving, and money-saving.

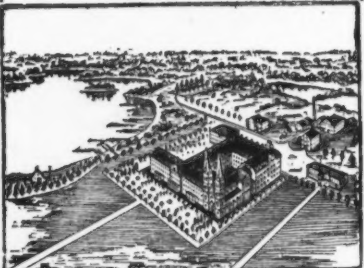
LITTLE, BROWN & COMPANY

623 So. Wabash Ave.
CHICAGO

34 Beacon Street
BOSTON

St. John's University

Collegeville, Minn.



Largest and best-equipped Catholic boarding college in the Northwest. Conducted by Benedictine Fathers, Unrivaled location, 75 miles northwest of the Twin Cities. Splendid facilities for recreation and study. Terms: \$250 per annum. For catalog, etc., address

THE VERY REV. RECTOR.

ACADEMY OF OUR LADY.

Ninety-fifth and Throop Sts., Chicago, Ill.

Boarding School for Young Ladies, conducted by the School Sisters of Notre Dame. Combining advantages of city and country. Commercial and high school. Courses together with Conservatory of Music and Art Studio. The Rock Island Railroad and various street car lines afford access to the Academy. Address

SUPERIORESS, ACADEMY OF OUR LADY.

A large OUTLINE MAP on your black-board in two minutes. Use the

Arents Outline Map Guides
THE H. D. ARENTS CO.

157 Bradley St. New Haven, Conn.
Write for descriptive Circular

Interest An Essential of the Recitation.
(Continued from Page 14)

eral way already familiar with him but their novel appearance awakens a new interest in them. The novelty of seeing a visitor come into his home creates as much interest in the child as does the sight of a familiar face among strangers. In a somewhat similar way cube and square root skillfully presented, taught and mastered may lend interest to the review of square and cubic measure through a recognition of the new in the old and their reciprocal relations. Likewise a knowledge of geometry may produce interest in mensuration, throwing a new light upon the old subject.

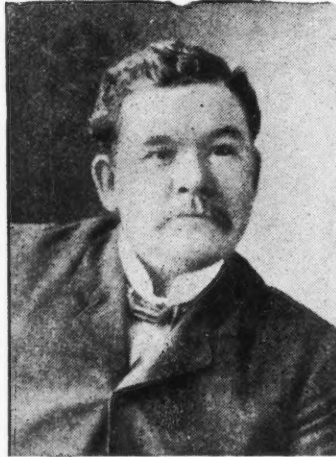
Nor is the reason for the efficacy of the novel to stimulate interest for to seek. Novelty always implies departure or change from the familiar or monotonous. It is the very antithesis of monotony. While monotony dissipates interest change inspires it. The monotonous ticking of a clock goes on practically unheeded but its striking or alarm awakens interest and holds attention because of the decided change in its sound and meaning. Every experienced teacher has observed the flagging of interest in the review of familiar lessons, but he has also noticed its awakening upon the discovery of something new or novel in it. Evidently this is due to the psychological fact that the mind can not be concentrated for a long time on an old thought. Change it will have and if the teacher does not present old subjects in a new light, interest dwindles, new and perhaps irrelevant thoughts distract the mind from the matter under discussion.

Should the teacher be unable to create interest by causing the child to see the old in the new or the new in the old idea he has still another recourse, utility. This presents a definite, useful end toward which the child may be striving. While doing so he may acquire an interest in whatever will enable him to attain the desired end. This is illustrated in the case of Byron who, it is said, upon leaving college cried out, "Then farewell, Horace, whom I hated so!" Nevertheless, this man who later awoke one morning to find himself famous studied Latin not because he liked that subject but because of its assistance in helping him to realize the literary achievements for which his embryonic genius was craving.

Similarly many a boy who dislikes mathematics may become interested in the subject because of its utility and necessity in scientific, architectural or engineering pursuits as a life work. Thus also is it possible to interest pupils in grammar, spelling, penmanship or stenography because of its utility in aiding them to hold some office or clerical position. In this way, then, utility may stimulate an interest in subjects otherwise tiresome and uninteresting. In a material sense it is the watchword of the age, the promoter of progress and as such will have a large place in education since it makes for the bread and butter affairs of life which all must have.

Due care must be taken, however, not to educate materially at the expense of the cultural and spiritual values of education. To do so would be to defeat the very purpose of education, to narrow it down to selfishness to turn out sordid materialists, agnostics, yea infidels and atheists seeing nothing of the worth-while in life but pleasure, position, piles of silver and gold and a final conversion of their bodies into carbonic acid gas and water as the "be all and end all of life." Man is surely more than his profession. Surely, too, he should be more than a bread, clothing and shelter winner no matter how necessary that may be. If this be true the American school must foster something more than utilitarianism, something higher, nobler and far more important than a purely material civilization of which there is already too much.

Catholic Who's Who
SCIENTIST AND AUTHOR.



James J. Walsh, Ph. D., has been a notable figure among American scientists and authors for fully twenty years.

Born near Scranton, Pa., April 1, 1865, and received his collegiate education at St. John's college of the Jesuits, Fordham, N. Y., now Fordham University. He graduated in 1884. The next ten years he spent in the study of the languages, philosophy and medicine. He received his degree Ph. D. in 1890 and of M. D. in 1895. He was at one time associated with the celebrated physician and author, Dr. Weir Mitchell, at the University of Penn.

Dr. Walsh spent three years, 1895-98, in Europe, mainly in the great capitals of Paris, Vienna and Berlin. He took his vacations in Italy, England, Ireland and Russia.

After his return to his native land, he became the editor of the Medical News and of The International Clinics, New York and Philadelphia; and then taught medicine at the New York Polyclinic and at the Fordham University School of Medicine. He became the dean of Fordham shortly after its foundation, and the professor of nervous diseases and of the history of medicine.

For the past score years he has lectured at most of the sessions of the Catholic Summer schools, Cliff Haven, N. Y., on subjects connected with evolution, and has been a member of the board of trustees and of the board of studies. His courses have been very popular. He has also lectured for a number of years on physiological psychology at St. Francis Xavier college, New York City, and likewise on the same subject at Cathedral college, where young men make their preliminary preparation for the priesthood.

Dr. Walsh has been heard to say that no one should write a serious book until he is forty. Since his own fortieth year, he has published nearly a dozen books, which represent research and experience. Two of his earlier volumes, "Catholic Churchmen in Science" and "The Thirteenth, the Greatest of Centuries," were well received. The later book was especially admired by ex-President Roosevelt. The former president being in agreement with Dr. Walsh's main contentions as to the world-revolutionizing character of the age of university-founding, cathedral-building, technical schools, etc. Among other earlier works were "Pastoral Medicine," in collaboration with Austin O'Malley, M. D.; "Makers of Modern Medicine," "The Popes and Science" and "Makers of Electricity."

STANDARDIZE
your SHORTHAND
SYSTEM

The need for standardization is nowhere more apparent than in the teaching of shorthand. More and more business houses are insisting that all their stenographers write the same system. They realize what an advantage it is to have one stenographer's notes readable by the entire office force. The superior legibility of Gregg Shorthand and the fact that it is taught in more than seventy-seven per cent of all the schools in the U. S. makes it the system best adapted for this purpose.

Gregg
Shorthand

has practically standardized shorthand in America. It is now used by more schools than all other systems put together. 74.83% of the high schools of the United States, 80% of the Private Commercial schools, and a large percentage of the Parochial schools have standardized on GREGG. This supremacy was gained because of its proved superiority in the three great essentials of a shorthand system—speed, accuracy, and simplicity.

Some of the Orders Teaching
GREGG SHORTHAND

Jesuit Fathers
Brothers of the Christian Schools
Brothers of Mary
Xaverian Brothers
Brothers of the Sacred Heart
Benedictine Fathers
Augustinian Fathers
Resurrectionist Fathers
Vincentian Fathers
Capuchin Fathers
Norbertine Fathers
Clerics of St. Viator
Sisters of St. Joseph
Sisters of Mercy
Sisters of St. Dominic
Sisters of Notre Dame
Sisters of III. Order of St. Francis
Ursuline Nuns
Sisters of Charity, B. V. M.
Sisters of Christian Charity
Sisters of Providence
Benedictine Sisters
Sisters of the Holy Cross
Sisters of St. Joseph of Peace
Sisters of Holy Family of Nazareth
Poor Handmaids of Jesus Christ
Sisters of St. Agnes
Sisters of the Presentations B. V. M.
Sisters of the Congregation of Notre Dame
Sisters of the III. Order of Francis of Assisi M. C.
Sisters of St. Francis of Mary Immaculate
Sisters of Charity of St. Vincent De Paul
Sisters of the Holy Humility of Mary
Sisters of the Most Precious Blood
Franciscan Sisters
Father of the III. Order Regule of St. Francis

Write for your copy of The Progress of the Shorthand Reform—free.

THE GREGG PUBLISHING
COMPANY

New York Chicago San Francisco

Teachers' Institute for Denver Diocese.

Rev. Dr. Leo M. Krenz, S. J., professor of philosophy at Sacred Heart College, Denver, has been appointed on the committee to arrange for a summer college for teaching sisterhoods of Colorado.

The committee in charge of the summer school named the Very Rev. J. J. Cronin, C. M., president of St. Thomas' seminary, president, and the Rev. J. Frederick McDonough, of the Blessed Sacrament Church, secretary. It was decided to have the institute in the Cathedral school building, Denver, and not to have more than a four weeks' course in the first term. Efforts will be made to get expert teaching sisters from the various mother houses to handle the classes, probably supplementing these classes with lectures by clergymen.

Chaplain on Discipline.

"To correct the abuse of a too free use of the rod, it was taken away from our schools and homes, and today people come to our juvenile courts and say that they cannot handle their children. Just a little more common sense, less of sentimental mawkishness, more sane judgment, and a little more rod, will give fewer sissy boys and tomboys and more manly men and womanly women."—Rev. J. F. Kroha, chaplain of the House of the Good Shepherd, Milwaukee.

Educational Efficiency.

At a recent entrance examination at West Point over eighty percent of the graduates of our public schools failed to pass. Yet the requirements of this examination, according to the West Point authorities, "were no more than should be easily met by the graduates of any well organized high school."

What is the matter? "Is the United States," asked one American army officer, on hearing of this, "wasting the millions that are expended annually on education?"

The answer is, "Not wasting—not altogether. We are just groping our way toward educational standards and efficiency. That is the situation. We are still experimenting, and we must pay the price of the experiment."

To Issue Historical Volume.

Father Engelhardt of the Santa Barbara province of the Franciscan Order, whose historical research work in California has made him famous, is now at work on an exhaustive history of each of the old missions. The mission Fathers state that a story of the martyrdom of St. Barbara has just been discovered by Father Engelhardt at the San Uuis Rey Mission, and this will be translated and issued Dec. 4, next, on the seventeenth centennial of the Saint's anniversary.

Sore Eyes Granulated Eyelids, Eyes inflamed by exposure to Sun, Dust and Wind quickly relieved by Murine Eye Remedy. No Smarting, just Eye Comfort. At Your Druggist's 50c per Bottle. Murine Eye Salve in Tubes 25c. For Book of the Eye Pressak Druggists or Murine Eye Remedy Co., Chicago.

Please Mention The Journal When Writing.

The Catholic Poets**JOSEPHINE BYRNE-SULLIVAN**

Josephine Byrne Sullivan, poet, novelist and editor, Detroit, Mich., has made a noteworthy contribution in a book of verse, titled, "Smiles and Tears." The Foreword is written by Rev. Dr. Cotter, who wishes the volume "smooth sailing over Literature's rough sea."

In reading over her verse you at once note that Josephine Sullivan is a true Kelt, with all the mercurial many-sidednesses of that race dominant in her songs. She can draw smiles as well as tears from the eyes of the sympathetic reader, but we are glad to say the smiles are far more frequent than the tears. Her passionate love for Ireland is strikingly apparent in such fine poems as "Two Loves," "Erin's Dark Hour," and "The Sad Rosaleen"; and it would be difficult to improve upon the humor of "Match Makin'," "The Friends," and "Grandpa's St. Patrick's Day Parade."

TWO LOVES.

I dream't I roamed through Erin
With Maureen by my side,
We plucked the fairest roses
Which are lovely Erin's pride;
The cuckoo sang so sweetly,
Its notes were clear and true,
And Maureen laughed as gayly
As Irish colleens do.

We lingered in the valleys,
And watched the purling streams,
As Maureen wove in fancy
Her simple, girlish dreams;
We climbed the rugged mountain path,
To view the distant shore,
And then I wakened from my dream,
And Maureen was no more.

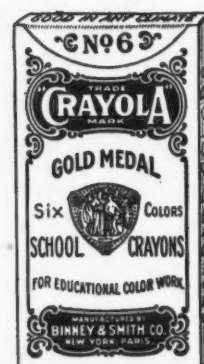
Alone, I sit beside her grave,
My heart gripped tight in pain,
Alone, I mourn the lovely Isle
She'll never see again;
Her dream of love has passed away,
She sleeps on foreign shore,
And I am far from Erin,
And Maureen, love, Asthore.

Parochial School Boy Qualifies.

Recently a boy of ten years of age was called as a witness in an important case in the New Brunswick, N. J. court. The judge and the lawyers doubted the ability of the boy to testify. They questioned him to their satisfaction and admiration. "Tommy" Lally, a product of the local parish school acquitted himself with credit and received his doctorate in theology from the spectators of the scene.

Gold Medal Crayons

For Every Use



Wax Crayon Pressed Crayon
Pastel Crayon Lecturers' Chalk
White and Colored Blackboard
Crayon, etc.

Send for teachers' sample set,
catalog and color chart.

BINNEY & SMITH CO.

81-83 Fulton St.

New York

Assistance to Teachers

(ESTABLISHED 1900)

Essays, Oration, Addresses written,
also Debates outlined, on given subjects.
Other service as may be needed.

Terms on application; according to
work.

P. S. HALLOCK, Box 398, Wilmington, Del.

**UNIVERSITY OF
NOTRE DAME**

Notre Dame, Indiana

Summer School June 29th to
August 10th

**Graduate and Undergraduate
Courses in**

Assaying, Astronomy, Agriculture,
Accounting, Art, Biology,
Botany, Chemistry, Drafting,
Education, English, Literature,
Engineering, (Electrical, Mechanical,
Military) French, Geology, German,
Greek, History, Journalism, Latin Law,
Mathematics, Music, Philosophy,
Physics, Physiology, Religion, Social
Science, (Economics, Politics) Spanish.

The Courses will be open to
women and men.

Special opportunities for
teachers, both High School and
College.

Address, The REGISTRAR,
Notre Dame, Indiana

Just say: "I Saw It In C. S. Journal."

TEACHERS' CONFERENCE HOUR

Topics of Interest and Importance

The Lazy Boy The other day, in discussing the prospects of a certain boy with his guardian—the boy himself being present at the interview—I slipped

in a few words about Lincoln for his particular ear and inspiration. (It was during Lincoln week in February.) But a calamity almost befell us in the talk that followed; for the fact that Lincoln, as a boy, was a good deal of a dreamer and an idler, and had the reputation of being "lazy", came up. It was only by adroit camouflaging that I skirted the fatal topic. For I was pretty sure it would be fatal for the particular lad to hear such startling news. For the guardian, however, the word was one of positive encouragement: her spirits rose from that moment: her charge—a fine-souled lad, but a play-boy to the point of heart-break—seemed no longer an altogether hopeless case. "If Lincoln was lazy!" she said afterward, when we were alone, "then perhaps something can be done!"

Lincoln was "lazy", as the word goes, when applied to the boy at school. He loved to dream and read—and his favorite posture was lying on his back, with his feet up a tree-trunk. No wonder that the neighbors who spied him thus gave him a bad name. But to the teacher (as well as the worried guardian!) what a colace it is sometimes to learn that the men who made their mark in the world were not always paragons of activity and models of industry! There was James Whitcomb Riley, for another instance. His name is among our immortals today, but—"Young Riley did not get on well at school," writes his nephew, Edmund Eitel, in Harper's Magazine for February; and he quotes the poet himself on the subject: "Little children came and little children went, but I stuck there in the first class in numbers. I was always a good reader, only reading counted for little in those days." "A significant incident of his boyhood," Mr. Eitel continues, was his running away from school when "The Death of Little Nell" was the lesson." "It was a matter of eternal wonder to me," Riley said, "how the other children could go strong-voiced and dry-eyed through those tragedies that almost broke my heart."

Laziness is a sin; and far be it from the teacher to aid and abet the sinner! But it is good for us to know something of the "insides" of these boys who sometimes appear to be everything that we don't want them to be. "Among the townspeople," writes Mr. Eitel, "Jim" Riley came to be known as a 'do-less' kind of a boy who was 'wasting his youth'." But, as he goes on to show, "the boy was not what to so many of his townspeople he seemed to be; they were not aware of a world of dreams and hopes behind his mischievous blue eyes."

O, those mischievous blue eyes of the boys we try to teach! If only we could guess what lies behind them!

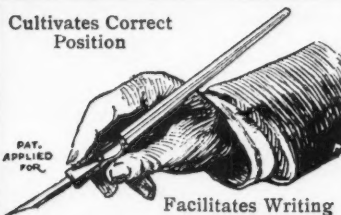
Education And Dyspepsia. Once upon a time there was a certain American millionaire, by the name of

Fletcher, who suffered so from indigestion that he became a veritable martyr to his stomach. He tried every known remedy for his dyspeptic troubles—he starved and he dieted; he took exercise and he consumed pills by the gross and medicines by the gallon: but all to no effect. Finally, on the suggestion of some wise doctor, he tried the plain old fashioned expedient of chewing his food. "Masticate your food," said Doctor Horse-sense to him, "masticate your food till there is literally nothing left to swallow—till it disappears by itself. Masticate not only the solids, but the liquids as well. Never let even a drink of water go down your throat without turning it over in your mouth and getting the full flavor of it! In this way, and in this way alone, will you give the saliva, the essential digestive fluid, a chance to do its work." Our millionaire friend tried the experiment—and the result was that he literally chewed himself back to robust health. Today, Fletcherizing is a word almost as well known as Fahrenheit or Teddy Roosevelt.

The fame of the erstwhile dyspeptic American millionaire has spread around the universe. We have just discovered that veteran Catholic journalist—whose eagle eye nothing worth while ever really escapes—Father Ernest

(Continued on Page 40)

Cultivates Correct Position



Facilitates Writing

"Just Write Guide"

The **ATTENTION** of **Sisters and Rev. Clergy** is respectfully called to the high efficiency afforded students in penmanship by the "Just Write Guide"—a little attachment (with or without holder) that has come to fill a long felt want.

Special Offer
until Sept. 1st, 1918

One dozen Guides and Holders — Free with every order of One Gross.
Place Your Orders at Once

The "Just Write Guide" may be supplied you without Holders at **48 cents per dozen; \$5.76 per gross.**

"Just Write Guide" with Holders, **60 cents per dozen; \$7.20 per gross.** Prepaid Parcel Post U.S.A.

Mention whether Guides are wanted with or without Holders. Our best recommendation is the large numbers of schools continually using the "Just Write Guide." Once given a trial, means its ultimate adoption in all classes.

Standard Guide Company

839-841 Oakdale Avenue

CHICAGO, ILL.

(Mention The Catholic School Journal)

THE MILLER-PALMER

High School English

by W. D. Miller, Supt. of Schools, Easthampton, Mass., and Margaret O. Palmer, teacher of high school English.

In this new book (1918), simple practical lesson material is provided. Emphasis is placed upon the performance of clearly stated tasks. Instructions are direct and specific. The book was written from the schoolroom standpoint by practical teachers. Each lesson has been tested in the schoolroom. The lesson arrangement, with technical grammar in a reference position, lends itself to easy adaptation to the needs of any school.

♦♦♦♦

Lyons & Carnahan

CHICAGO

623 S. Wabash Ave.

NEW YORK

131 E. 23d St.

EDUCATION IN THE PHILIPPINES.

(Continued from Page 13)

ment, is a striking exemplification of the policy of the U. S. government, of gradually withdrawing from these Islands.

Splendid as the educational system in the Philippines undoubtedly is for secular subjects, it is with real pain one has to record that it had introduced the *école sans Dieu* into these Islands.

Religion stands on a basis of its own, and deep minds of all ages have examined that basis and found it solid and secure. But apart from its own intrinsic merits, religion makes for the well-being and good government of every country. Washington pointed this out when he was laying the foundations of the great American republic; and there is no need to recall his words here. Napoleon realized the value of religion when he brought it back to France, to help him to put order in the Chaos, caused by men who had set up a dancing-girl as their goddess on the altar of Notre Dame Cathedral. It would be an easy task to quote authorities—Catholic and non-Catholic—who have pointed out the folly of excluding the Queen of all sciences from the educational establishments set up for the training of the young. As a Rector of an American University, Dr. Harper of Chicago, had pointed out that "the facts and truths of religion are the foundation of morality. Present civilization rests upon the religious and ethical ideas of the past, and the civilization of the future depends upon a due recognition of religion and morality as essential factors in the growing welfare of humanity. The knowledge and experience of religious and moral truth underlie and penetrate all knowledge and experience."

Even at the risk of going somewhat far afield it will be useful to recall, in this connection, a controversy which took place recently in Australia. Speaking of neutral schools at Enfield, last July, Archbishop Mannix summed up their effects on the young, in one striking phrase: "They are doing the devil's work." The expression aroused the attention of many to the results of so-called "neutral" education, and brought forth a weak rejoinder from the Minister for Public Instruction. To this the Archbishop replied at a subsequent Conference of his Clergy. In the course of his reply he made the following statements—statements which deserve the attention of all those interested in education:

"Our infernal adversary seeks nothing more eagerly than to turn men's minds away from genuine truth. Now, as a principle our public school system disavows religious teaching of a definite character, and with the authority of doctrine defined briefly as dogma. . . . We must deem as a mockery and a snare the proffered opportunity of an hour's weekly instruction by a visiting clergyman or catechist. . . ."

"'Doing the devil's work,' as a description of the effects of depriving youth of definite knowledge regarding the revealed truths, their duties to God, also training in the exercises of prayer, in the reception of the Sacraments, in the cultivation of spiritual devotion, is an accurate phrase, and in reply to those who blindly persist in crying: 'No aid to denomination schools,' is a phrase which should be enlightening and converting. Such was the setting of the phrase in the utterance at Enfield."

Despite all that has been said, and said with the force of simple truth, against godless education the *école sans Dieu* is the ideal that prevails in the Philippines. Theoretically it was allowed to give religious instruction for three half-hours each week, if anyone cared to give it, but the teachers were not allowed to lend their assistance to these classes, and the children were told that they were perfectly free to attend or not. Anyone who knows conditions in the Philippines can easily see that this system of teaching religion was impracticable. I have discovered on a fairly extensive inquiry that a number of priests through the Islands tried this three-half-hours-a-week system, but none of them continued it. One priest thus describes his experience. The Supervisor allowed me to go to the school only after school hours. This of course was absurd. I appealed to the Provincial Superintendent of Schools. He upheld the Supervisor. The reason they gave was that their programme of studies was too full to allow of time to be given to Catechism within school hours. I claimed the right, but the Superintendent replied that it was left to him to fix the hours, and the only hours he could give were after school hours. . . .

The Superintendent's decision amounted, then, to this: They wanted time to study reading lessons, and drawing,

and to make fancy baskets and hats, but they had no time to speak of the great Creator, our first Origin and our last End. It was said of our Redeemer long ago: "They had no room for Him in the inns"; but now they have no room for Him in the five thousand official school in the Philippine Islands!

It is said that there are Freemasons in high places in the Philippines, and Senor Manuel Quezon, the President of the Senate, is a well-known champion of Masonry. The present official regulations for the exclusion of every shadow of religion from education of young Filipinos might well, indeed, have been worded in the most secret council-chamber of the Grand Orient. The reader can judge for himself. The following directions are taken from the book of regulations sent out to teachers by the Director of Education:

"Religious teaching.—The law provides that no public money or property shall ever be applied directly or indirectly for the use, benefit, or support of any system of religion. No person may use public buildings for the purpose of giving religious instruction. The government respects all religions and teaches none." (The italics are mine).

Besides the schools under the Bureau of Education, which are educating at present some 700,000 young Filipinos, and the government university with its 2,385 students, a large number of libraries have been started to continue education on similar lines after school hours and after school years. There are now in the Islands forty-one libraries in high schools, 245 in intermediate schools (92 of which were started within the last two years), and 465 in primary schools. During the present year 20,000 books were added to these libraries. No book which treats of religion is allowed admission, although at least one paper well-known for its attacks on religion is freely admitted.

Religious teaching is also excluded from the Government's Philippine University. The teaching which replaces it is sufficiently evident from the following facts contained in a letter to the *Manila Free Press*, July 15th, 1916:

"Last year students were required to study *inter alios* Ibsen, G. Bernard Shaw, Thomas Hardy, and George Meredith; two ephemeral decadents, one sexual pessimist, and the last that splendid but abstruse genius who devoted his intellect to gilding the philosophic pill. Today, my heart is hot within me at the sight of this year's amazing syllabus, a Barmecide mental feast indeed. The student is to make acquaintance with the Buddhist doctrine. Why? To what end? We have ignored and therefore slighted the Christian Faith in our schools, the one and only spiritual plow which has tilled the Malayan mental soil to produce the harvest of Malayan Christians called Filipinos. We insult the Filipino student by inviting him to ignore the Faith of his Fathers and to devote his attention to Buddhism. This is passing. I prefer a more serious charge. To put the autobiography of Benvenuto Cellini into the list of books required to be studied by the University students is a sin against youth, which is unpardonable. The Filipino is mentally docile, imaginative and sympathetic. He is going to accept Cellini as a hero worthy of imitation, or recognize him as a damnable scamp. And the University students of today will be our guides, our legislators and our rulers tomorrow!

Catholics have not been inactive in face of the growing menace of "neutral" education. But Catholic education has very many difficulties to contend with in the Philippines. There is a Catholic University, the University of Santo Tomas, under the guidance of the Spanish Dominicans; and there are some seminaries and colleges, conducted by Spanish priests and sisters, scattered through the Islands. There is one English-speaking Catholic college for boys, the De la Salle College of Manila (which recently, by the way, had to announce that it could receive no more students as all available space had been filled); and there are some good English-speaking colleges for girls under the care of Irish, French, German and Belgian nuns.

In nearly every parish there is a small school (generally in the sacristy or the priest's convent) where Spanish, the native dialect and Christian doctrine are taught to very young boys and girls. But these parochial schools seem to be more and more abandoned in favor of the government schools. In a parish of over 20,000 souls which I happened to visit recently there were 12 boys and 30 girls in the parochial school, the day of my visit, and compared with between two and three hundred in the state school.



HELP YOUR PUPILS

MAKE THEIR BOOKS LAST LONGER

In these days of staggering costs the least we can do for others is to make their burden as light as possible.

HOLDEN BOOK COVERS

Add from two to three years to the life of a school book, leaving it clean and neat to pass down to the next pupil.

You can afford to sell Holden Covers to your pupils, at these low rates.

Sizes 1, 2 and 3 for ordinary size books	2¢ each
Size 4 for small geographies	3¢ each
Size 6 for large geographies	4¢ each

A school book protected with a Holden Book Cover, will bring fully 50 per cent more when offered for sale at a second-hand book store.

It costs you nothing—It saves others much.

THE HOLDEN PATENT BOOK COVER CO.

Miles C. Holden, President

Springfield, Massachusetts

I was informed that in a more remote district of the parish there was another parochial school with an attendance of one hundred: but for this one school there were three state schools in the remote districts.

Some of these parochial schools, however,—not very many of them—are well attended: and some have reached the standard required by the government and have been "recognized," although of course not financed. The number of these recognized schools is increasing but as yet there are probably more than sixty or eighty.

The chief difficulty which confronts the Catholic School is the age-long difficulty of want of financial support. But here it is a greater difficulty than elsewhere, as Filipinos, as a general rule, never contribute as much as one cent to such objects as a Catholic School. *A zealous Dutch missionary thought, he would overcome the difficulty, persuade his parishioners to keep his school going, and carefully explained to them that if each of them brought one centavo (half a cent) for the school, when they came to Mass on Sundays, that he could buy books and pay his teachers. To make sure of the experiment he went himself to the door of his church on the first Sunday appointed for the collection, and held out his hand and begged—beggars for the souls of the little children. He received eleven centavos, five cents and a half; and after that decided that *le jen ne valait pas la chandelle*. His experience is typical of the conditions of life and work here.

But financial difficulties are not the only ones to be met with in the work of Catholic Education in the Philippines. There is often bitter anti-clerical opposition as well, as one or two examples will show.

Passengers traveling from Manila to Cebu will pass, just before they enter Cebu harbour, a long, narrow, rocky island, lying to the East. It is the island of Mactan where Magellan lost his life in 1521. At present it is under the spiritual care of the Irish Redemptorist Fathers. They have built, at Opon, the principal village of the island, a modern, well-equipped school. Fortunately they had a fund on hands, from "somewhere in Europe," to defray

*In many parishes (if not in all) there is a regulation by which a few cents are set aside from each offering at baptisms, etc., for the "escuela catolica". Beyond this the average Filipino will not go.

building expenses and set the school going, as the parish collected for the school amounted to just one peso and twenty-five centavos, or 62 cents American money. In due time a government inspector visited the building, and tested the work done, with the result that the school was at once "recognized" as a private school, that is to say, that pupils passing from it, when they have finished their course, are allowed to enter the state intermediate schools. At the first examinations held in the Catholic School (in the middle of the present year) its pupils easily surpassed in examination results the pupils of the municipal school in the same locality. One may easily judge the Fathers' surprise, then, when a few weeks before the school opened for its second year's work, numbers of parishioners began to pour into the Convents each with his or her tale of woe with regard to the difficulties that were being raised against the Catholic School. The municipal police had been to visit another, other municipal officials had been to visit others, and reports were freely spread that all parents sending their children to the Catholic school, would be subjected to petty tyranny by the local officials. The Fathers explained to their parishioners that all such interference was illegal, and furthermore, they boldly preached to the people that now that they had a good Christian school in their midst they were bound in conscience to send their children to it. This preaching the local luminaries construed into an attack on the municipal school, with the result that the Fathers were bitterly denounced.

The strange thing about the whole affair is that these men who have set themselves up against Catholic education call themselves (the most of them at all events) Catholics. Men of their type are found all through the Islands. They are the minority, but they are noisy, and unfortunates; they generally have power in their hands. It may be added that despite all that has been done against the Catholic School at Opon, it has 340 pupils on its roll-book.

The next and last example I shall give of the difficulties attendant on Catholic education is more serious, for it has ended (for present at all events) with what seems to be

(To be continued in May Issue)

DISCIPLINE IN THE CLASS ROOM.

Rev. Francis O'Neill, O. P., Ph. D.
Holy Rosary Convent, Minneapolis, Minn.
(Second Article of the Series)



REV. FRANCIS O'NEILL

Conclusions respecting the teacher are usually made by the class before the close of the first day. Home discipline enters into these decisions. The pupil has had his initial skirmishes with the lords of his own fireside and is an adept in battering down familiar fortifications. The teacher who slips behind the well measured battlements of an angry, spluttering father; of a nervous, threatening mother resigns generalship at the start. She is not different enough to provoke even a casual interest.

Not that a teacher should plan a spectacular introduction. It is enough that she show a calm expectation that discipline will walk with study as a valued companion. The moment the class is able to discern a doubt of this creeping into the mind of the teacher there is born an impulse to test the indissolubility of the bond. A steady, confident eye and a face firmly set in blissful repose has put to rout many an official class-wrecker before his carefully selected seeds of rebellion were sown. It is never too soon to begin weighing out the tiny ounces of prevention. Meeting the first enemy maneuver with promptness and with a certain welcoming joy, heartens the decorum of the class at the outset. It is important that this be done with emphasis. The forces of disorder are confederated. The preliminary dash of the leader may be clouded by the appearance of accident or impulse but it is always a pre-arranged signal for similar slips that will effectively break in upon the deportment of the class. The teacher is the group-leader and must not permit the mischief maker to gain heroic proportions. Every group purpose of whatever kind must be subjugated to the aims of the class. A skillful teacher will manage to subordinate ambitious leaderships to her own.

Travelers in Egypt know the fascination there is in gazing upon the silent monuments of the past; here at home, we ride with hushed feelings through the valleys that lie between the purple-hued mountains of Arizona. We cannot tell why, nor does the traveler explain. In the class room the pupil looks for an unnamed influence. Call it character, personality, whatever you wish, if it does not evoke the emotional acclaim of those who seek the heights, the journey will prove long and unfruitful.

Enthusiasm for the fields not yet broken will grow in the heart of the pupil proportionate to that seen in the heart of the teacher. An attitude that plainly speaks the tired brain and the unfilled heart will halt the progress of the class like a wand of black magic. Granted perhaps, that the teacher has been over the ground very often; investigated every wind-swept hill and bramble-choked ravine a thousand times; there is still left the joy of showing such discoveries to others. It may be too that some venturesome youngster will climb higher than the teacher had dared to go and will return to tell of honey hidden in the cleft of the rocks. The familiar objects of life become of absorbing interest as we read more widely of their association with the things of a long forgotten yesterday. A grass-hopper becomes an entertaining insect the moment his historical doings have been revealed. The teacher who complains that the class matter is dull and uninteresting is but confessing her unwillingness to gather the scientific, historical and literary tidbits which gives savour to the daily educational diet.

Care should be taken that the personal influence of the teacher be not excessive. After all, the fledglings are to rest on their own wings very soon. If the teacher does all the flying, the school nest will gradually but surely become either a hospital for those who dared to fly without training or a home for the aged filled with those who were too timid to make the attempt. It is certain that neither is the purpose of education, so it is with real twitches of concern one should hear of promoted students not doing well. A foolish pride may whisper that their present teacher does not sweep them along so masterfully over the avenues of learning as they were accustomed to

be swept along during the year just passed. Good judgment offers the correct reason. These students have not been taught to govern themselves. Ready to appreciate and enjoy the vista of right conduct opened by another's hand, they remain in tangled meshes when deprived of it. The far-seeing disciplinarian is careful to provide for such changes as the years bring, by formulating in the wide-awake consciousness of the pupil a well defined norm of conduct.

If the pupil can be brought to see that the accepted norm is sanctioned by the laws that govern his well being, physical, mental and spiritual; he will retain it as his scheme of living until it becomes fixed. When so established the influences that caused it to anchor have entered into a rich and lasting reward. Their names are written upon the tablet of a human heart.

TEACHERS' CONFERENCE HOUR.

(Continued from Page 37)

Hull, S. J., of Bombay, India, taking Fletcher and his digestive scheme for a very telling text on the teaching profession, in his paper "The Bombay Examiner." "Fletcherism," says Father Hull, "is the whole secret of education." And it is not difficult to catch his point.

As a people we Americans are suffering from mental indigestion. We have been bolting our educational food for so long, cramming and devouring any and everything in the shape of learning, that we will have chronic dyspepsia if we don't look out! Quantity instead of quality has been "too much with us"—and the result is disastrous. What we want, as Father Hull says, is "Fletcherist School-teachers"—educators who will estimate their work, not by the amount of text-book matter they go through, but by the amount of mental exercise they can get out of a very small amount of matter. "What is wanted in a teacher," he goes on, "is close concentration on the exact point, clear enunciation of it, severe self restraint in his talking; but above all the instinct for seeing how the thing is going into a boy's mind, and patient insistence in getting it back from him when it has once gone in."

Only the teacher who himself Fletcherizes can make his pupils do likewise. If we bolt, so will the youngsters under us; if we cram, so will they. The result will be dyspepsia. If you feel yourself threatened with the disease, try Dr. Hull's prescription.

The Day of the Practical.

Never has the cry of the practical been so heard in the land as it is in these strenuous days of universal war. It is a good thing, of course—but it can be a bad thing also. "Too much of anything is good for nothing." We can go to harmful extremes in our pursuit of the practical—and that way madness (and Prussianism!) lies. Especially is there danger of this in the field of education. With the mind of the whole country focussed on the doing of things of instant and immediate practical result, we may be prone to lose sight of the finer values, which are, after all, just as essential to good living as are the utilitarian things. Yet, on the other hand, there is no sane person who would not welcome any change of affairs that would put an end to at least a little of the faddism which has wrought such havoc in our educational work during recent years. "With all our education we have instructed nobody, and with all our instructing we have educated nobody," said a certain eminent university president some few years ago—his name is Dr. Woodrow Wilson; he was formerly at the head of Princeton, you may remember. He is at the head of the whole United States just now. "We have been passing through a period of dissolution of the standards of education," he wrote; "We have been trying a series of reckless experiments upon the lads and youths, girls and maidens of this country; instead of educating them. The children of the last few decades have not been educated."

"When starving children in New York are being prettily taught in the schools to make mayonnaise sauce and cream dressing, while in their homes skim milk is a rarity and a treat—it would seem that one of life's little ironies might be done away with with a little common sense," was the comment of a certain editor on this situation. Common sense is the big desideratum; and it will come. The war will bring it to us—wake us up to it; and nowhere so forcibly as in our schools. If the cry of the practical finds its answer and its echo in the voice of common sense, then assuredly it will have evoked good. For of common sense will come not alone a reversal to the sensible, the necessary and the practical, but likewise a true appreciation of the proper and reasonable "frills" of education.

HEALTH HINTS.

The Teacher in Emergency.

A short time ago, in a small Midland town, a child, injured at school during the noon recess, came very near dying as a result of his accident. Somehow or other the story was started on the rounds that the serious effects of the affair were largely due to the teacher's neglect, her delay in giving the necessary "first aid," her inability to handle a simple case of emergency; and during the crisis, before the child happily recovered, feeling ran high in the little community. The teacher was well on the way of losing her position—did, indeed, resign, though protesting her innocence under the circumstances, although in the end she was persuaded to remain.

The point is not how much or how little this particular teacher was to blame; but rather this—that too many teachers are really ignorant of the most elementary "first aid to the injured" rules; sometimes a fatal condition, especially in rural schools where the teacher is alone and without help. The teacher owes it to herself and her charges to "get up" a little on such matters—particularly at this season of the year, when outdoor life is again beginning, and children are running wild and getting into all sorts of "scrapes."

For instance, the fighting season is on again. Of course, good little boys seldom fight (girls never); and good teachers never permit their pupils to fight. We all know that. Still—the fighting season is on, and who knows but that tomorrow Johnnie Jones will come off with a dislocated jaw, or a swollen eye, or a buggy nose? Let us say that it is a dislocated jaw (and if we simply cannot countenance the fact of fighting, let us blame it on perhaps too big a yawn—for even so the human jaw is often put out of place): what then is teacher to do for Johnnie Jones?—for a dislocated jaw must be attended to at once. Dislocation of the jaw is easily recognized by the chin being thrown to the opposite side, if the displacement occurs on but one side—although it can occur on both sides at once, as is very often the case in wide gaping and yawning. The best treatment is this: Seat the child on a low stool—on the rostrum, or a bench—stand in front of him, and inserting your hand in his mouth, press your thumb upon the last molar (the "grinding teeth") very firmly. Be careful, however, to have your thumb protected with some kind of wrapping. Make a strong downward pressure. When you hear a snap, it is an indication that the bone is replaced in its natural position. Send Johnnie home then—Billy Perkins will jump at the chance to "take" him; and tell Johnnie that, if nothing else is done, and no medical advice consulted, he had better wear his chin tied up in a firm bandage for a week or so.

A common accident on the school grounds is the lodgment of small pieces of metal or other bodies in the eye. If the foreign body can be seen, an attempt should be made at once to remove it. To do this, draw down the lower lid with the forefinger of the left hand, and remove the obstacle by a piece of moistened paper. If the substance be under the upper lid, draw the lid back so that it is perfectly inverted, and remove.

In the case of excessive nosebleed, another common thing among school children, the use of cold water or ice is so well known as almost to require no mention. Apply something cold—ice, cold cloths, or cold metal (such as a pair of scissors) to the back of the neck. One thing that we all ought to remember in such cases is to reassure the child, to save him from fright and terror, by letting him understand that there is no danger. But this is a maxim to apply to all accidents; and something that should be done systematically, and not put off till the "tragedy," whatever it may prove to be, occurs.

When a child gets any foreign substance wedged into its nostrils, instant relief can be given by pressing the vacant nostril so as to close it, then applying your lips to the child's mouth and blowing very hard. This simple method will generally force the substance out of the nose. For insects in the ear, I know of no remedy save the old home cure of camphorated oil or warm olive oil, a spoonful of which should be dropped into the affected ear and left overnight, retaining it by means of cotton wool. In the morning, a mild wash of warm water and soap will very likely bring the bothersome mite to light. Some teachers I know keep a little medicine chest, so-called, in which simple remedies and bandages are always handy for emergency.

Fainting is uncommon among children—but whoever faints, remember one thing: that he should be placed at

once on his back, and kept thus until he comes to. Fainting is nothing but a temporary suspension of the action of the heart. It is easier to propel the blood in a body in a horizontal position than to circulate it toward the head, chest and arms when sitting up. Yet how often the first effort of bystanders, when one has fainted, is to sit the patient up, or lift up his head. The head should be placed as low as possible.

Profuse bleeding of wounds—cuts of knife or axe or chisel, or gunshot wounds—should be dealt with promptly. First, one should be able to tell at a glance the nature of such a wound; and this can be known instantly from the flow of blood. If the blood is dark colored and flows regularly in a stream, it is venous blood and can be easily controlled. But if the blood be bright scarlet and flows in jets and spurts, then some artery has been wounded. If the blood is merely from a vein, cold water, or raising the arm or leg and employing pressure will stop the flow. If the wound is arterial, a doctor should be instantly summoned, and in the meantime what used to be called a "Spanish Windlass" should be immediately made—that is, the flow should be stopped by tying a handkerchief around the wounded member and twisting it with a stick or pencil until the hemorrhage stops. Be careful always to apply the "windlass" above the wound, toward the heart. Always, the ligature must be above the wound—between the wound and the heart, so that the heart will not be drained of blood.

School teachers should know something about first aid remedies; and they should not wait till an accident occurs to post themselves on such matters. To be armed with knowledge of this sort beforehand is to insure a cool head in the moment of emergency.

MUSIC IN CATHOLIC SCHOOLS.

(Continued from Page 13)

voices of sixty or a hundred children recite.

Glory be to the Father, and to the Son, we have a phrase which is certainly not devoid of rhythmic swing and consequent beauty, even though the English idiom does not lend itself favorably to rhythmic illustrations. The crescendo sign purports unity of phrase, a unity which is at once destroyed when the words 'Glory' and 'Father' receive undue accents. The closing angle over the words 'to the Son' seems to conflict with our natural instincts, because in English we feel no hesitancy in placing stress upon a monosyllable occurring at the end of a phrase. This, however, is not the case with the Latin idiom.* Here we find an exquisite rounding up of phrases. The 'shock' of the main accent is given a chance to die away upon one or two unaccented syllables. Thus in Gloria Patri, et Filio, the two syllables—'li-o'—serve as 'shock-absorbers'; the musical law of diminuendo and ritardando comes into play and restores the equilibrium which was seemingly disturbed by the crescendo and the ruling accent.

To recite the Latin phrases on a tone of musical pitch, e. g. on g, observing a gradual increase towards the ruling accent and a gentle ritard after the accent, may be considered the first step towards creating a chant wave. How disagreeable is the method still so much in vogue of rushing the phrases, ending up with an explosive accent, and storming ahead into the new phrase with the fury of a Cossack regiment! Little wonder that such an interpretation appeals to no one.

(More on this subject in a subsequent article.)

*The humanistic chant reformers introduced certain melodic patterns for Hebrew words stressed on the last syllable, e. g. David, 'Jacob'. Prior to the age of the Renaissance foreign nouns and monosyllables were treated according to the genius of the Latin tongue, e. g. David, Jacob.

NOTICE TO SUBSCRIBERS—If your copy of The Journal does not reach you by the 10th of the current month, the publishers would appreciate receiving word to that effect. Although recent congested conditions, both mails and railroads, are gradually being overcome, it is not likely that normal state of affairs will prevail for a considerable while. In the meantime, a degree of patience is desirable. Any missing copy should be promptly applied for.

An Opportune Time to Remit.

Subscribers to The Journal who are in arrears and have received a statement of account, are earnestly requested to make remittance during April and May, thereby greatly facilitating matters and causing no inconvenience during their busy month of June.

THE UNUSUAL PARENT.

CHARLES PHILLIPS, M. A.

Ex-Editor, "Monitor" San Francisco, Cal.



MR. CHARLES PHILLIPS.

Perhaps the most common, and likewise the most trying problem, with which the school teacher has to cope is the unusual pupil—the abnormal boy or girl who is either a "wonder child" or a congenital dunce. If there be in the whole length of the calendar any trial worse than this, we have yet to hear of it—unless, in deed, it be the parents of the aforesaid "freak." They indeed are so awfully bad sometimes that it is no wonder their offspring is out of the ordinary; and if it seem unkind or ungracious for a man to use such frank terms as "dunce" and "freak" in relation to these unfortunate children, mostly it is because the parents are what they are—quite impossible.

As for the backward child—of course he comes in a category by himself, and should be so treated. The real difficulty is to get him properly catalogued. For, as any teacher with a pin's worth of experience will tell you, it is no easy matter to put and keep such a pupil where he really belongs when there are fond mammas and irate dads to contend with—fathers and mothers who, in the face of what sometimes approximates the most open-faced idiocy, will still insist that "there is nothing at all the matter with little Genevieve—all she needs is the proper handling" or will storm and roar about boy Jhonnie being "just as smart as any other child if he's given a chance."

Ninety-nine times out of a hundred, Genevieve is receiving more "proper handling" and Jhonnie is being given more of a "chance" from the teacher than the parents would ever be able to think of. But the adamant fact remains, staring Friend Teacher in the fact, that Genevieve and Jhonnie are both full fledged candidates for the school for the feeble minded, and no fit occupants of the school room where they only retard their classmates and wreck the nerves of the teacher.

Yet, often, through the influence of the parents—this is especially true of cases in the smaller towns, where everybody knows everybody else, and a Somebody is truly a Tremendous Being, an Awful Presence to be shivered at and genuflected to—often, through influence and "pull," these backward children are forced on the teacher and kept in grades far beyond their capacities—until, perhaps, a genuine row is precipitated; and then, woe betide the teacher!

Yet, whatever the circumstances, there is nevertheless no teacher truly interested in her work who will not feel her responsibility to such a child, and do all in her power to draw the youngsters out and help it along. Of course, though the sins of the parents against discipline and order be as red as scarlet, it is not on the poor defenseless head of the child that the wrath of the outraged teacher is to be visited. So far as the child is concerned, "kindness"—as John Boyle O'Reilly put it—"is the word." And who knows what fruit a little real kindness may not bear?—the kindness that help and strengthens; that speaks with the voice of authority, yet never cuts nor hurts! Of course, the fruits may be so long delayed that the teacher will never live to see them! But there are even such things as immediate rewards. I know one good Sister who has to cope with a Genevieve—in this case the child of a Real Magnate of Four Corners—who declares that the presence of the child is a source of constant inspiration to her. "How so?" I asked, the first time I heard the story. "O," the Sister answered, "I am always learning from her how to be patient and kind to the others—even to the downright naughty ones."

While we know well enough that it is only a saint that could think that way, nevertheless we can profitably take the words home to our hearts. If the teacher's nerves can stand the parents of a backward child, the child itself may perhaps come to be regarded eventually as a blessing. But what—O, what!—of that other bane of the school, that worst of all crosses and trials, the infant phenomena, the wonder child, the freak, the genius, whose every breath,

in its parents eyes, is a veritable movement of destiny? Here is where the poor teacher, truly must meet his Waterloo!

Teachers! Look out for the child wonder! If there is one child in all the school, above every other, who merits special and unremitting attention, it is the wonder child, the little genius—the boy or girl whose special role (first mastered to a fine point at home) is to "shine" before all others and above all others. But, unfortunately, the sort of special attention this kind of youngster receives in school is often the very opposite of what should be given it. Repression is what he needs, not exploitation and showing-off.

There are two kinds of infant phenomena—the kind that comes a full fledged genius out of the chrysalis of the fond parental home; and the kind that is developed and nurtured under the wings of the foolish and short-sighted school teacher who likes to play favorites and have something extra to exhibit when occasion offers. Of the latter, let nothing more be said than this—that whatever grief they bring, it is of the teacher's own particular making, the teacher's own particular desert. Yet alas, others have to suffer!—those unfortunates, for instance, who must take the pet prodigy in hand in the next grade (for which, ten to one, the "wonder" is absolutely unfit).

The common or garden variety of wonder child is the sort that is inflicted on school and teacher by parents who imagine that their youngster should be given very special attention because he could play "Peter, Peter, Pumpkin Eater" on the piano at the age of five; or because he can spell Bob backward without making a mistake. Or, to be more serious, the child may indeed be abnormally bright—a mathematical genius, for instance, or a musical marvel, as often happens. What then is to be the teacher's cue in the handling of such a pupil?

History proves to us that the infant phenomena very, very rarely amounts to anything in maturity. The reason is evident. The orchidaceous development of such a child, instead of being retarded as it should be, held back, tempered and strengthened, is permitted to run wild and rank, until there is nothing left. A flowerless weed is too often the final outcome;—a flowerless weed, where there might have been rich bloom and richer fruitage. The teacher's clue, then, is a constant application of common sense. Too much sun will destroy such a plant. It must be kept under cover, in the shade. Truly, it is a heavy burden of responsibility that the educator owes to the unusual child in his charge.

The element of the parents enters in—the fond parents! How are they to be kept satisfied? With them the belief is as sacred almost as their religion that their prodigy must be kept constantly on the boards to be made happy—must be flourished and flaunted in the eyes of the world like a light to illumine the universe. They will probably begin by making the teacher, into whose alien hands they so tremblingly confide their precious bundle of precocity, dizzy and blind with a recitation of the child's virtues and talents. Perhaps with Friend Teacher it is an old story. But nevertheless he must put a grin on his face and endure the panegyric. For Tact is to be his cue, if he knows a bud from a bludgeon; tact: tact with the parents and tact with child. He must send the fond mamma away happy—or else she will camp on his trail forever and a day. And so also he must send the Prodigy home, day after day, as happy as a Prodigy can ever be who is going through the process of being humanized.

Assuredly it is a tremendous task, this handling the unusual child. If the ear of the parents could only be reached; if the parents' eyes were not so blinded by foolish pride and still more foolish love, something might be accomplished. For in the end the trouble dates back to the parents. Their anxiety to have the phenomenal talents of their particular youngsters recognized and emblazoned to the world is positively tragic. And still more tragic is their set determination, if it be a case of the backward child, to listen to not the faintest hint that there is anything the matter with Genevieve or Jhonnie. There indeed is where the teacher is up against an impasse that even tact seems unable to surmount.

Yet kindness and tact are the only solutions of the problem—kindness and tact with both parents and pupils—either that, or the avalanche!—especially if the parents be Somebodies, or the children related to Somebody Else. Tact always; and above all, tact in the beginning! Many

(Continued on Page 44)

The Catholic School Journal

BOOK NOTICES.



"Hearts of Controversy." By Alice Meynell. Cloth, 115 pages, price \$1.75. Charles Scribner's Sons, 597-599 Fifth Avenue, New York.

Readers of literary discernment will hail with delight this contribution from the pen of England's foremost essayist—Alice Meynell. With minds open to conviction, they will second the sentiment of the author: "We must study other men's inventions in our closet, but need we now print our comments on them? Exposition, interpretation, by themselves are not necessary. But for controversy there is cause." However, not alone for controversial reasons, but for sheer joy, will the literary connoisseur peruse these essays of Alice Meynell on:

"Some Thoughts of a Reader of Tennyson."

"Dickens as a Man of Letters."

"Swineburne's Lyrical Poetry."

"Charlotte and Emily Bronte."

"Charmian."

"The Century of Moderation."

Journal for High Schools. By Charles Dillon, formerly professor of industrial journalism in the Kansas State Agricultural college at Manhattan. Cloth, 118 pages. Price, \$1.00. Class supplies, 80 cents. Lloyd Adams Noble, publisher, 31 West Fifteenth Street, New York City.

This is a guide book for students in conducting the school paper, or in preparing themselves for newspaper work as a profession. It tells how to organize every department of newspaper work. How to work up subscriptions, and advertising, as well as how to run the editorial end of the business, are all indicated. The course outlined can be completed in one term and is valuable, not only as a preparation for a journalistic career, but for the practice which it offers in writing concise, simple, correctly spelled English, an important equipment for business or professional life.

Food Problems. By A. N. Farmer, Superintendent of Schools, Evanston, Illinois, and Janet Rankin Huntington, State Department of Public Instruction, Wisconsin. Cloth, 90 pages. List price, 27 cents; net price, 20 cents; carriage extra. Ginn and Company, Boston, New York, Chicago.

This timely work is designed to interest pupils of the sixth, seventh and eighth grades in the problem of food conservation now so important a factor in this world war. Food facts and figures are given to the children, who in turn carry this information to the homes, the real seat of food conservation. Correlated with other subjects in the curriculum, the work here presented includes not only problems in the conservation of foods, such as wheat, meat, sugar, butter and other fats, but such miscellaneous problems as saving by machinery, by war gardens, and avoidance of waste through spoilage. It is work of vital interest to the children. Indeed, in studying the solution of food problems the children are really answering the call to an important home service.

The Tide Way. By John Ayscough, Author of "Faustula," "Saints and Places," "French Windows," etc. Cloth, 401 pages. Price, \$1.50, postage 15 cents extra. Benziger Brothers, New York, Cincinnati, Chicago.

This contribution to the literature of fiction coming as it does from the pen of one eminent in the field of letters, is assured in advance of a welcome from discriminating readers. It consists of the following collection of short stories:

"The Sacristans."
"The Lady of the Dunesore."
"Old Wine and New Bottles."
"A Franco-American Encounter."

"For Surmise."
"The Awakening of Miss Girvan."
"A Prelude in Prose."
"Maneuvers."
"Athenmar."
"Fring."
"Her Ladyship."
"By the Way."
"Poor Eleanor."
"John Hardwick's Luck."
"A Prelude in Winter."

The Miller-Palmer High School English. By William D. Miller, Superintendent of Schools, East Hampton, Mass., and Margaret O. Palmer, Teacher of High School English. Cloth, 502 pages, illustrated. Price, \$1.20. Lyons & Carnahan, Chicago.

The aim of this book is to acquaint the pupils who may use it with the basal principles that enter into English composition and to provide for them a large variety of exercises which will afford opportunity for thorough training in correct English expression, both oral and written. A bird's-eye view of the contents reveals a discussion of the following topics:

English, Cultural and Practical.
English Vitalized by Present Interest and Future Advantage.
Composition Taught Logically.
How and Where to Find Information.
The Use of the Library.
Indexing and Cataloging of Information.

The Daily Paper and the Periodical.
The Dictionary in Use.
Grammar in Reference Position.
Common Errors Emphasized.
The Synthesis, Analysis, and Autobiography of Words.
The Present Life, Current Events, Our Foreign Relations.
Community Welfare, Environment.
Letters of Friendship, Their Forms and Courtesies Taught.
Business Letters Emphasized.
Choosing a Vocation.

The Child in Health and Illness. By Carl G. Leo-Wolf, M. D. Cloth, 297 pages. Illustrated. Price, George H. Doran Company, New York.

This book has been evolved from a series of lectures given to nurses by the author, a children's specialist. It is of special interest to mothers, teachers and social workers, treating as it does of the development and care of children from infancy up. Of especial importance are the chapters on:

"The Infectious and Contagious Diseases of Children."
"Other Diseases of Childhood."
"Defects of the Eye and Blindness in Children."
"Household Remedies and Measures."
"Recipes of Dishes for Children."

School and Home Gardening. By Kary Cadmus Davis, Ph. D., Knapp School of Country Life; George Peabody College for Teachers, Author of Productive Farming, etc. Cloth, 353 pages. Illustrated. Price, \$1.28 net. J. B. Lippincott Company, Philadelphia and London.

This is a textbook for young people, with plans, suggestions and helps for teachers, club leaders and organizers. Its scope is perhaps best indicated by enumerating the following of its chapter headings:

"Beginnings and Aims of This Garden Movement."
"Vacant Lot Gardening for Villages and Cities."

"Planning the Garden."
"Garden Tools and Implements."
"Hot Beds and Cold Frames."
"Plants in Relation to Soil, Light and Air."

"Home and School Exercises."
"The Soil and Its Improvement."
"Irrigation and Drainage."

"Exercises With Soils."
"Garden Plot Experiments."
"Beautifying Home and School Grounds."

"Lessons with Trees."
"Cutting, Grafting, Budding and Laying."

"Indoor Plants."
"The Growing of Vegetables."
"Corn Growing."

"Garden Calendar for Northern States and for Southern States."
"Insects, Diseases and Their Control."
"Agricultural Contests and Club

1st

IN ADDITION to unexcelled banking facilities, one reason for the success and growth of this institution is its policy of personal interest in the financial affairs of its clients.

The First National Bank solicits your account on the basis of service plus a full measure of that business friendship which cannot fail to prove mutually profitable.

999

The
First National
Bank
of Milwaukee

1st

1st

Buy
JOHNSTON'S
Mediaeval & Modern

EUROPEAN HISTORY MAPS
(to accompany any text)

Because of

1. **Authorship**—Reginald Lane Poole, M. A., Ph. D., Lecturer at Oxford, author of Poole's Atlas of European History, George Harvey Johnston, F. R. G. S., Geographer, European Maps—European Scholarship.

2. **Teaching Value**—Clear, bold, contrasty colors and distinct block letters that "carry". Maps that are expressive at class distance. Easily interpreted.

3. **Workmanship**—Drawn on and lithographed direct from stone by W. & A. K. Johnston, in the world's greatest mapengraving plant at Edinburgh, Scotland.

4. **Right Price**—Complete Set, 24 Wall size Maps in chart form, stand and manual, manila . . . \$28.00
Same, cloth backed . . . \$37.00
Same maps, cloth backed, eyeleted with Nyco Loose Leaf Holder, stand and manual . . . \$40.00

You will need a set for Review Work. A good time to test their value. Order them now on approval.

A. J. NYSTROM & CO.
BETTER MAPS

623 S. Wabash Ave. CHICAGO

PLAYS

Speakers, Dialogues and Entertainments. Address Dept. F. Catalogue free.

Ames Pub. Co., Clyde, Ohio.

Work."

"Correlation With Other School Work," etc.

Garden Steps. By Ernest Cobb. Cloth, 238 pages. 94 illustrations. Price, 60 cents. Silver, Burdett & Company, Boston, New York, Chicago, San Francisco.

This patriotic and timely manual is designed for systematic class room instruction in preparation for or in connection with out-door work. Scientific and in a thorough accord with the instructions given in the bulletins of the United States Agricultural Department, is the information contained in its chapters on: Garden vegetables, soils, fertilizers, tools, sprays and poisons, canning and preserving.

Brief Course in Isaac Pitman Shorthand. By Isaac Pitman. Cloth, 174 pages. Price, \$1.35. Isaac Pitman & Sons, 2 West Forty-fifth street, New York.

This is an exposition of the author's system of phonography arranged in twenty-seven lessons. It is designed to meet the demands of the evening school student and teacher of shorthand.

Advanced Typewriting and Office Training. By Meyer E. Zinman, M. A., Bay Ridge High School, Brooklyn, N. Y. Author of Shorthand Teacher and Clerical Assistant Examination. Paper. 135 pages. 50 cents. Isaac Pitman & Sons, New York.

The Fox Series of Readers include "The Fox Primer," "The Fox First Reader," "The Fox Second Reader" and "The Fox Manual for Teaching Reading." Cloth. Illustrated. Price, 50c each. G. E. Putnam's Sons, New York and London.

This series of readers contains material selected from a rich store of classic folklore and so will appeal to children. As the stories are arranged in dramatic form, they are not only of vital interest to the little folks, but afford material for correlated language work during the year.

Throughout the series are phonetic drills to fix the sound elements in the child's mind and to help him vocalize properly while phrase exercises conduce materially to ease and fluency in reading.

The principles, methods and devices connected with the teaching of reading which are set forth in "The Fox Manual" accompanying this series are not theoretical but of practical value. They are the result of many years' experience and study of the art of teaching little children to read and contain many helpful suggestions for teachers.

"The World Book." Buckram—Eight Volumes. Price, \$33.50. Published by Hanson-Roach-Fowler Company, Chicago, Kansas City, Toronto, New York.

Volumes VII and VIII of "The World Book" have just been issued from the press and complete this eight-volume set. It is edited by Professor M. V. O'Shea, Department of Education, University of Wisconsin; Elsworth D. Frank, Associate Editor, New Practical Reference Library, author of "Cyclopedia of Civil Government," and George H. Locke, Librarian, Toronto Public Library, assisted by one hundred and fifty distinguished scientists, educators, artists and leaders of thought in the United States and Canada. Encyclopedic in its character, "The World Book" of organized knowledge is a reference work of great value, not only to teachers, pupils and parents, but to

the public generally. Location maps, half-tones, representations of the world's masterpieces, products, charts and colored plates add much to the 6,528 pages included in these eight volumes.

Examples in Battery Engineering. By Professor F. E. Austin, E. E., Author of "Preliminary Mathematics," "Examples in Magnetism," "Generator and Motor Examples," etc. Cloth, 90 pages. Illustrated. Price, \$1.25. Published by Prof. F. E. Austin, Box 441, Hanover, N. H.

The increasing use of primary and storage cells at the present time, and the greatly extended applications possible in the future, is the valid reason that engineering students as well as those engaged in professional practice should have adequate knowledge of the fundamental principles forming the foundation of "Battery Engineering" as here outlined. The arrangement of the subject matter in lessons under important headings adapts the work for use as a textbook, while the discussion of the application of theory to practice renders the book useful to electricians, operators of submarines and of automobiles.

Word-Book of the English Tongue. Giving the true English words for the foreign ones often needlessly used. Bound in mock leather 1/8 net, through all booksellers or post free 1/8½ from George Routledge & Sons, Ltd., Broadway House, 68-74 Carter Lane, Ludgate Hill, London, E. C.

THE UNUSUAL PARENT.

(Continued from page 42)

a well-meaning teacher has got herself eventually into a world of trouble by not being careful enough of that beginning—that memorable time when the Prodigy is first presented to her care. That is the time, above all others, when she must assert herself—with Tact—not bowing down too worshipfully before the splendour of the Child Wonder's genius, nor too glibly agreeing with the fond parent's vociferous assurances that half-witted Genevieve is in truth and in fact a perfectly normal youngster;—and yet at the same time no disagreeing, nor offending with the blunt and all-too-evident truth;—but using tact—winning the parent's confidence, dropping here a suggestive hint, and there a wise word as to the child's future, as to the most effectual manner of handling children who are "exceptionally bright" or children who "just need a chance": there are a dozen ways in which it can be done.

There will be cases, of course, where all the tact, all the diplomacy, all the kindness in the world, will not work. But generally speaking, the teacher who plants her feet on the solid ground of tactful self-assertion in the very beginning of her relations with the unusual child and the unusual child's very unusual parents, will succeed in the end in doing something for both—and likewise in saving herself much heartache and nerve strain in the future.

Purchase New Provincial Site.

The Brothers of Mary have bought a plot of forty acres, located at Denney and Big Bend Roads, Clayton, near Saint Louis, Mo., and will erect thereon their central house for the Province of Saint Louis, scholasticate and postulate. The order has schools and colleges in various parts of the United States, Canada and Mexico.

Complete Your File of The Journal. Many subscribers keep their files of The Journal complete by securing any missing number during the current year. This is commendable and expedient. Send 20c for each copy desired.

PRINTING OUTFITS

for Schools, for Job Work, for Daily and Weekly Newspapers, for Magazines and for Government and State Institutions. Every kind of printing machinery and materials supplied. We carry big stocks at each of our houses. Write for particulars, giving us a hint of size and scope of office desired. We will help you.

You need today a Paper Baler, costing \$12.50 to \$50.00, to save the waste paper. Louisville, Kentucky, schools saved \$9,000 worth last year.

Barnhart Brothers & Spindler
Chicago Washington Dallas St. Louis
Kansas City Omaha St. Paul Seattle

SET IN PENCRAFT OLDSTYLE BORDER NO. 718



Our Wonderful

ERAMUM

CRUCIFIX
(with metal corpus and mounted on highly polished wood cross)

Better Than Ever and Lower in Price

This beautiful work of art should be in every Catholic home.

Shines Throughout the Night in the Darkest Room

Price Each, \$2.00; Three for \$5.00 (prepaid).
STUDENT AGENTS WANTED!
Write for quantity prices.

THE PIONEER CORPORATION
Sole Manufacturers

1277 West 63rd Street CHICAGO, ILL.

Largest Makers of High-Grade Flags

SHOW YOUR COLORS



Flags and Service Flags of all kinds

Large stock always on hand
Immediate Deliveries

Makers of College Pennants

EDER MFG. CO.
409-475 Third St. MILWAUKEE, WIS.

W. KUNDMAN BINDERY

Special attention to the binding of books for the Clergy and Institutions.
Out-of-town work consigned by Parcel Post or Express, given careful attention.

References: St. Francis Seminary, Pio Nono College, Marquette University and this Journal.
Enterprise Building MILWAUKEE, WIS.

ENTERTAINMENTS

PLAYS Dialogues, Recitations, Drills, Speaker Monologues, Folk Dances, Operettas, Musical Pieces, Finger Plays, Motion Songs, Illustrated Songs, Pantomime Songs, Shadow Plays, Tableaux, Pantomimes, Special Entertainments for all Holidays, Minstrels, Jokes, Hand Books, Make-Up Goods, etc. **New Commencement Manual** full of new ideas for teachers and students, 370 pages. For all ages and occasions. Large catalog Free. Every Teacher should have one. of plans, helps and suggestions. **T. S. DENISON & CO.** ILLUSTRATED. Price Dept. 81, CHICAGO \$1.25. Postpaid.

DURING YOUR VACATION

Learn at Home by Mail
DRAWING — PAINTING
Be a Magazine, Newspaper or Commercial Illustrator; Cartoonist; paint in Water Colors or Oil. Fascinating, lucrative work. Let us develop your talent. Restful change for summer; improves your time. Free Scholarship Award. Send today for full particulars and illustrated Art Annual FREE.
Fine Arts Institute, Studio 315, Omaha, Neb.

BIOLOGY TEACHERS

We have the laboratory material for your Biology classes.
Prompt shipments, reasonable prices.
Send for price lists.
Place your orders NOW for fall term classes.

BIOLOGICAL SUPPLY COMPANY

106 Edgerton Street ROCHESTER, N. Y.



SCHOOL HUMOR

A Pupil's Conclusive Answer.

A minister was questioning the pupils in the Sunday school concerning the story of Eutychus, the young man who, listening to the preaching of the Apostle Paul, fell asleep, and, falling out of a window was taken up dead.

He asked, "What do we learn from this solemn event?"

The reply from a little girl came:

"Please, sir, ministers should learn not to preach too long sermons."

A Misinterpreted Reply.

A teacher was trying to convey the idea of devotion to the members of her class.

"Now suppose," she said, "a man working on the river bank suddenly fell in. He could not swim and would be in danger of drowning. Picture the scene. The man's sudden fall, the cry for help. His wife knows his peril and, hearing his screams, rushes immediately to the bank. Why does she rush to the bank?"

Whereupon a boy in the rear exclaimed "Why, to draw his insurance money."

Too Early for This 'Bird.'

One raw February morning Prof. Moses Cait Taylor, then instructor in the University of Michigan was calling the roll of an eight o'clock class in English.

"Mr. Robbins," said he.

There was no answer.

"Mr. Robbins," in a slightly louder voice.

Still no reply.

"Ah," said Prof. Taylor, with a quiet smile, "come to think of it, it is rather early for robins."

Well Intentioned.

Father: "You are very backward in your arithmetic. When I was your age I was doing cube root."

Boy: "What's that?"

Father: "What! You don't even know what it is? Dear me, that's terrible. Here, give me your pencil. Now, we'll take, say, 1, 2, 3, 4, and you find the cube root. First you divide—no; you—let me see—um—yes—no—well, never mind—after all, perhaps you're too young to understand it."

Natural Conclusion.

School Teacher (to little boys)—If a farmer raises 1,700 bushels of wheat and sells it for \$1.17 per bushel, what will he get?

Little Boy—Automobile.

The Rear Guard Removed.

Doris was rather backward in her studies. One day when her father was inquiring into her standing in school she admitted that she was lowest in her class.

"Why, Doris, I am ashamed of you!" her mother exclaimed. "Why don't you study harder and try to get away from the foot of the class?"

"It isn't my fault," Doris replied in tones of injured innocence. "The little girl who has always been at the foot has left school."

A Grammatical Conclusion.

At a school in the country the sentence, "Mary milks the cow," was given out to be parsed. The last word was disposed of as follows:

"Cow is a noun, feminine gender, singular number, third person, and stands for Mary."

"Stands for Mary!" said the excited pedagogue; "how

Let Well Enough Alone.

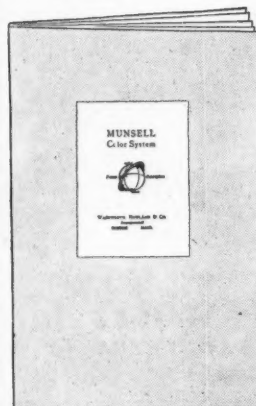
Kindly Student—"How's your boy Josh getting along with his studies?"

"Pleasantly," replied Farmer Cornloss. "He don't bother 'em none."—Washington Star.

This Book Explains the Munsell Color System

In 12 pages, including illustrations, it tells the whys and wherefores of the one adequate color language.

Wouldn't it be better if we could designate a color *definitely*? If we could do away with saying, "something between *this* green and *that* green!"



Send for this free book—it's the first step in that direction. We will send you a sample box of Munsell crayons at the same time.

**Wadsworth,
Howland & Co.,
Inc.**

*Sole Manufacturers
of Material for the
Munsell Color System*

Boston, Mass.

Announcement

PROF. F. J. WASHICHEK of the Academic Dept. of McGill Institute, Mobile, Ala., whose pedagogical lectures are appearing in the Catholic School Journal announces that he is open to engagement for *Catholic Summer School or Institute work* for teachers from June to October.

For a number of years Prof. Washichek taught in Illinois Public Schools, and for the past twelve years has been head of the Academic Dept. of McGill Institute, Mobile, Ala.

Besides the actual class-room teaching experience, Mr. Washichek has lectured at Catholic and Public school institutes on Pedagogy School management and Methods of teaching in various states and religious communities.

Diocesan School Boards and Religious communities desiring professional training for their teachers during the summer may communicate with him at 8 Chamberlain Ave., Mobile, Alabama.



Monuments to Wolff Plumbing

The following buildings on this world famous Avenue are equipped throughout with Wolff Plumbing:

1. Blackstone Hotel
2. Congress Hotel
3. Congress Hotel Annex
4. Auditorium
5. Studebaker
6. Chicago Club
7. McCormick Building
8. Stratford Hotel
9. Railway Exchange
10. Orchestra Hall
11. Pullman Building
12. Theo. Asher Company
13. Edson Keith & Company
14. Gage Brothers & Company
15. Chicago Athletic Club
16. Tower Building
17. Ward Building
18. Chicago Public Library

Michigan Avenue, Chicago, from Seventh Street north to Washington Street

L. WOLFF MANUFACTURING CO.

MANUFACTURERS OF PLUMBING GOODS EXCLUSIVELY
CHICAGO

General Offices: 601 W. Lake St.

Showrooms: 111 N. Dearborn St.

Scenery

For Parochial School Stages
Our Specialty

PLACE YOUR ORDER where you can have it done in a **Large, Modern, New Studio**, and get the benefit of twenty-eight years' experience in Scene Painting. Let **Skilled and Competent Artists** produce your work.

Correspondence Solicited.

KANSAS CITY SCENIC CO.

24th and Harrison Sts.

KANSAS CITY, MO.

ALTAR BREAD BAKING OVENS

Adapted to Gas, Gasoline, Liquid-Gasoline, Gasoline Gas, Natural-Gas, Alcohol, Kerosene, or Electricity. Improved Double Cutter, Tubular Cutter, Hand Cutters, all sizes, for large and small breads. Established 1876.

P. H. HORAN

Factory: Horan Bldg., 632-634 Harrison Ave., BOSTON MASS., U. S. A.

Kindly write for latest catalogue. Correspondence respectfully solicited. Write for particulars concerning our latest invention in Electric Ovens.

OLD FASHIONED FAMILY REMEDY FOR COLDS AND BODY BUILDING



Father John's Medicine Builds Up the Body Without Use of Dangerous Drugs or Alcohol. A Doctor's Prescription, Heals Throat and Lungs.

Absolute Truth of This Story Attested by Guarantee to Give \$25,000.00 to Any Charitable Institution if Shown Otherwise.

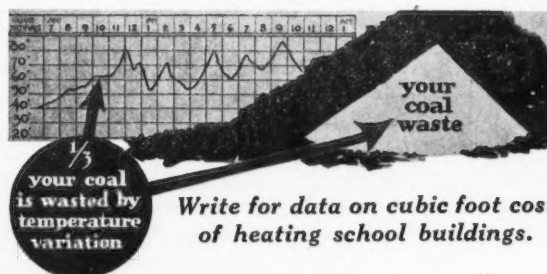
Father John's Medicine is a physician's prescription.

Prescribed for the late Rev. Father John O'Brien of Lowell, Mass., by an eminent specialist in 1855.

Father John recommended this prescription to his parishioners and friends and in this way it became known as Father John's Medicine.

This story is true and we guarantee to give \$25,000.00 to any charitable institution, if shown otherwise.

Father John's Medicine is recommended for coughs, colds and throat troubles, and to make flesh and strength. Does not contain dangerous drugs or narcotics in any form.



Write for data on cubic foot cost of heating school buildings.

Accurate records by school authorities demonstrate the cost saving of temperature regulation and the big economy of the Johnson System. It is the constant variation in temperature that wastes $\frac{1}{3}$ your coal pile, as cubic foot cost of heating figures prove. The Johnson System, applicable to any heating system, maintains specified temperature without variation by means of thermostatic control of each heating unit and of heating sources.

JOHNSON SYSTEMS

Temperature Regulation of Interiors by thermostatic control of radiating units and heating sources.

Automatic control of humidity.

Switchboard control of heating units, heating sources, and of ventilation.

Clock control of flushing systems, ventilation and heating sources.

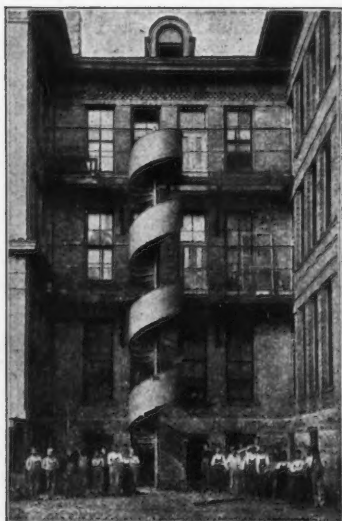
Temperature control of hot water in tanks.

Get this data on school building heating cost.

The comparison of heating cost per cubic foot of school without Johnson temperature regulation and schools with the Johnson System will give tangible proof of the coal economy of this system, to say nothing about its value on health. Write for cost data and descriptive book.

JOHNSON SERVICE COMPANY

Milwaukee, Wisconsin



CONSERVE OUR FUTURE CITIZENS...

the school boys and girls of the present day to whom we must look to carry on the world's work of the future.

This is a duty incumbent upon us at all times, but especially during the present crisis.

A SCIENTIFIC SPIRAL FIRE ESCAPE

will protect school children against fire danger, a real menace to life, and will insure to school officials who are accountable a sense of security and of a duty well done.

Write for catalog. Send us floor heights of school building — we will submit estimate of cost of a Spiral Fire Escape.

Minnesota Manufacturers' Assn.
230 Indiana Avenue North St. Paul, Minn.

BRANCH OFFICE: Room 212, 549 W. Washington St., CHICAGO, ILLINOIS.

MORE WEAR THAN 2 to 4 ORDINARY BRUSHES or 24 to 36 CORN BROOMS



Merely reach under and pull out the dust.

The brush being "Self-Moistened" the dust is caught by the brush and carried into the aisle. Absolute control of dust at all times and no "compound" or "floor oil" to buy. Saves you \$10 to \$15 on every brush you are using. See guarantee below.

Will sweep easier, faster and cleaner than any ordinary brush or broom. See guarantee below.

GUARANTEE

Satisfactory allowance on the price of a new brush will be made if one of our brushes fail to fulfill all claims.

TRY ONE 30 DAYS FREE

We Pay Express Both Ways

MILWAUKEE DUSTLESS BRUSH CO.
99 Twenty-Second St. Milwaukee, Wis.

SCIENCE EQUIPMENTS

APPARATUS FOR LECTURE ROOM AND LABORATORY

NATIONAL LOOSE-LEAF DIRECTION SHEETS

(Physics, Chemistry or Biology)

CORRECTLY DESIGNED LABORATORY FURNITURE

LABORATORY EQUIPMENTS

PHYSICS



No. 1-100

LENGTH—6 feet WIDTH—4 feet
HEIGHT—34 inches

1. Two Physics Tables No. 1-100, each accommodating four pupils.
2. Apparatus and Supplies for eight pupils to perform Forty Experiments selected to meet College Entrance Requirements and Requirements for Affiliation with the Catholic University of America.
3. A Teacher's Manual containing Laboratory Directions for performing the forty experiments.
Price, f. o. b. Factory, \$220.00

CHEMISTRY



No. 1-225C

LENGTH—12 feet WIDTH—3½ feet
HEIGHT—34 inches

1. One Standard Chemistry Desk No. 1-225C accommodating two sections of eight pupils.
2. Apparatus and Chemicals for eight pupils to perform Forty-four Experiments selected to meet College Entrance Requirements and Requirements for Affiliation with the Catholic University of America.
3. A Teacher's Manual containing Laboratory Directions for performing the forty-four experiments.

Price, f. o. b. Factory, \$315.00

Send for itemized lists of above equipments.

OUR SERVICE

By STATING the exact individual conditions our co-operation in planning the proper equipment for the various branches of science will be found of unusual value.

Accepting our service places you under no obligations.

SEND FOR LIST OF PUBLICATIONS DESCRIPTIVE OF OUR PRODUCTS

L. E. KNOTT APPARATUS COMPANY

79-83 Amherst St.,

CAMBRIDGE, STATION A, BOSTON, MASS.





FIRST COST THE ONLY COST

You Don't Hold School
Under Canvas

SOMETIMES, in emergencies, or in missionary work, school is held under canvas or in portable buildings.

The chairs or benches, the desks, the blackboards and other equipment are of a *temporary* character—cheap and not intended for long life.

In such cases there may be an excuse for using short-lived artificial blackboards—but *no where else will they satisfy.*

Install for Life

In all school buildings of *permanent* character it is *economical* to install slate—and far more satisfactory.

Natural Slate Blackboards will *outlast* the school buildings. They will *save* their first cost several times over.

When a school is torn down, the slate blackboards may be removed and *installed in the new buildings*—where they will go on serving further generations of scholars.

And in all those years there will be *no* upkeep expense.

Natural Slate Blackboard Company

Representing Thirty-five Quarries and Companies
Headquarters: Pen Argyl, Pennsylvania
Mills at Slatington, Wind Gap, Pen Argyl and Bangor

NATURAL SLATE BLACKBOARDS
OUTLAST THE BUILDINGS



Your Graduates

naturally expect of you all possible information, direction and encouragement in the serious affair of choosing their future career. This duty you owe to God, to the children, and to the world at large. Now, is there a more noble service rendered to humanity than to assist the young in getting the proper start in life?

How many of your boys wish to become priests and missionaries? Kindly call their attention to our two Mission Houses (colleges) at Techny, Ill., and at Girard, Pa., where we train our candidates for the priesthood and missionary career. Ask for our prospectus.

Upon request we will gladly send you an assortment of our free vocation pamphlets for distribution among your graduates and boys of the higher grades. When writing us, mention how many pamphlets you need.

Address:

SOCIETY OF THE DIVINE WORD
TECHNY, ILL.

Priests! Teachers!

Now is the time to subscribe to

THE LITTLE MISSIONARY

An illustrated monthly magazine that aims at imbuing our Catholic boys and girls with the missionary spirit.

At present 50,000 subscriptions!

On July 14, 1917, His Excellency, the Most Rev. John Bonzano, wrote to the Editor:

"You are deserving of praise and congratulations for the work which you have undertaken of instilling the missionary spirit in the hearts of the American boys and girls. You must use every effort to spread the little magazine all over the country, and that you may be successful in this, is my prayer and good wish. I hope it will gradually gain entrance to parish schools and will also meet with a warm welcome in our other Catholic institutions especially in our Catholic colleges and academies, because its instructive reading matter and beautiful illustrations make it a periodical that should prove attractive and interesting even to more mature minds."

Subscription Price, per year, \$0.25

Special reduction for schools!

Society of the Divine Word
TECHNY, ILL.

Pastors and Teachers — Attention!

CONSIDER CAREFULLY the introduction in your Day and Sunday Schools of the

CHRISTIAN BROTHERS' SERIES OF CATECHISMS

It is the Only Complete Uniform Course of Christian Doctrine
by Grades, from Kindergarten to Seminary, Comprising

Catechism of Christian Doctrine for First Communicants.
(In conformity with the Encyclical of Pope Pius X.)
Price, 3 cents each; \$2.50 per 100 net

No. 1 Catechism of Christian Doctrine. (3d grade)
48 pages, (Formerly No. 0).
Price, paper cover, 3½ cents net

No. 2 Catechism of Christian Doctrine. (For 4th, 5th
and 6th grades) 96 pages. (Formerly No. 1).
Price, paper cover, 7½ cents net

No. 3 Catechism of Christian Doctrine. (For 7th and
8th grades.) 222 pages. (Formerly No. 2).
Price, paper cover, 12 cents net

The three Catechisms above are in conformity with the Decrees of the Third Plenary Council of Baltimore.

No. 4 Catechism of Christian Doctrine. (For High
Schools, Academies and Advance Classes in Sunday Schools.) 292 pages. (Formerly No. 3.)
Price, 45 cents net

No. 5 Manual of Christian Doctrine. (For advanced
classes in Academies, and for Colleges and Seminaries.) 597 pages. (Formerly No. 4.)
Price, \$1.20 net

No. 6 Exposition of Christian Doctrine. 3 vols., with
Summaries and Analyses. Reference set for Teachers and the Clergy, being a complete course of Religious Instruction in English 2099 pages, (Formerly No. 5)
Price, \$6.00 net

No. 7 The Catechist's Manual.
Price, 75 cents net

John Joseph McVey, PUBLISHER 1229 Arch Street
Philadelphia, Pa.
Woodward & Tiernan Prtg. Co., 309 North 3rd Street, St. Louis, Mo., Western & Southern Agents